

# Cheadle Catholic Junior School

URN: 106112

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

12–13 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

1

## What the school does well

- Through their faith and lived example, leaders are exemplary role models, inspiring both pupils and staff to keep Jesus at the heart of all they do.
- The use and knowledge of scripture underpins pupils' understanding of their Catholic mission and how to put this into action in their daily lives.
- Pupils demonstrate a clear understanding of what they have been taught in religious education and are able to work with independence, becoming confident, reflective members of the school community.
- Prayer is an integral part of the school life, firmly putting Christ at the centre of everything that the school community does, as well as strengthening pupils understanding of Church traditions.
- The emotional wellbeing of staff and pupils is central to the school's mission and as a result Cheadle Catholic Junior School is a happy and joyful community.

## What the school needs to improve

- Strengthen the evaluation of the Catholic life and mission and prayer life of the school through robust monitoring that measures the impact of established practices.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

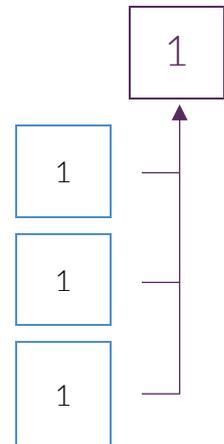
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

The quality of provision for the Catholic life and mission of the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are proud to belong to Cheadle Catholic Junior School and value all that they enthusiastically take part in, knowing 'as we learn about Jesus we know how to walk in his footsteps and help others'. Mini Vinnies, Faith leaders, Restorative councillors and Growth leaders are examples of the variety of leadership roles pupils willingly embrace which 'add up to making school a better environment.' Pupils truly believe they have made a difference to improving the environment and behaviour in school. They know they are valued and know their teachers listen to them, which makes them feel special. Pupils understand they each have a responsibility to care for those less fortunate and pupil leaders motivate others to take part in many activities. For example, the Royal Manchester Children's Hospital Easter egg raffle and sponsored walk, the Chelwood Foodbank collection, and the reverse Advent calendar. Mini Vinnies wrote to their member of parliament to raise questions about how to help the homeless and sent cards to the sick and elderly in their local community. In upper KS2 pupils can articulate clearly the principles of Catholic social teaching and make clear links to ways of serving others. Behaviour of pupils is outstanding, which indicates the respect they have for themselves and others. They recognise that no matter what a person's religion, everyone is special.

There are regular opportunities provided to reflect on the mission statement and the termly Mission and Vision days are enjoyed by staff and pupils. Staff are enthusiastic in their support for the mission of the school and willingly take part in parish and community activities. Responses to parental and staff surveys are overwhelmingly positive and the whole community feels there is a warm welcome for everyone who comes to school. The well-being team support pupils who need a little extra nurturing and effective emotional support is offered on a regular basis if needed, or when unexpected circumstances arise. There is a sense of joy and calmness

that pervades daily life, because everyone shares the common goal, which is to ensure Gospel values underpin all that is done in the community. Staff nurture positive relationships because Jesus is truly at the heart of daily life and 'forgiveness is the root of the culture' in the school. The quality of the displays in corridors and in classrooms is outstanding and truly reflect the Catholic character of the school.

Leaders and governors are passionate about nurturing the Catholic life and mission of the school. When new staff are appointed, leaders ensure they are supported so that they fully understand what this means. Leaders are actively engaged with the diocese in several roles and willingly share their expertise with other schools. Leaders provide opportunities for parents to participate in a variety of activities, Masses and assemblies. They work hard to nurture and develop meaningful links with all three parishes, including weekly Mass for individual classes as well as celebrations at special times of the liturgical year. They are committed to developing the pupils' commitment and understanding of our responsibility to care for the environment and the needs of the most vulnerable. These links are highlighted in lessons and assemblies as well as through the work of the pupil leadership groups in the school. Governors are regular visitors to school and staff appreciate the care that leaders and governors have for their wellbeing. Governors are invited to many activities and take part in some evaluation of the school Catholic life and mission. They recognise this takes place in an informal way and understand the need to develop more formal records of this involvement.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

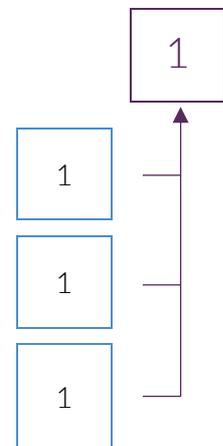
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils in all year groups demonstrate they know and understand what they are learning and can relate it to their own lives. Their ability for independent learning and focused concentration is a strength of the school; this allows them to express their individuality. Pupils in all classes are energised when completing the creative tasks set by their teachers and respond exceptionally well to the challenging tasks set. They can recall previous learning, using appropriate vocabulary to contribute to discussions, and they confidently express their opinions when working with partners, in groups, and when speaking to the whole class. Therefore, their learning is meaningful to them, and they can relate what they learn in class to what they have reflected on in assemblies and prayer times. Pupils confidently explain what ‘following in the footsteps of Jesus’ means for their daily lives. They understand that by caring for the common good for everyone ‘the world would be a better place’. Behaviour in all classes is exemplary and because pupils enjoy the way they learn in religious education lessons they always demonstrate interest and enthusiasm. Pupils reflect and assess their own learning using the school policy of writing with the green pen. Attainment is high and comparable to results in the other core subjects.

Teaching across the school is consistently good with many outstanding features. The development of religious vocabulary is a strength of the school, and teachers are highly skilled in encouraging pupils to express their own views. Teachers and support staff have high expectations of all pupils and therefore provide creative ways for pupils to explore and record their own views in a variety of ways. Effective questioning helps guide and develop pupils’ knowledge and understanding. When learning about the Church pupils know ‘actual people make up the Church not the building’. Once an answer has been given, teachers often give further explanation or ask another question to deepen pupils’ understanding. Knowledge of scripture is a strength and pupils in all classes can refer to the scripture they have studied and

use it in the correct context. For example, linking the parable of the lost sheep to God's love for everyone. Staff understand that religious education goes beyond the classroom, so they help pupils to make connections to other parts of the curriculum and the wider world. Because of this, older pupils confidently believe and express how they can make a difference to the world around them.

Because religious education is at the heart of the curriculum, professional development, resourcing and staffing are prioritised in all areas of governance. This includes financing and ensuring that all policies reflect that the community is 'following in the footsteps of Jesus'. The inspirational subject leader willingly shares her expertise effectively with staff in meetings by modelling and mentoring. She has a clear vision of what outstanding teaching looks like and through rigorous monitoring and evaluating she continues to promote high quality teaching and learning for all. Staff value this, and because of their deep commitment to religious education they support and mentor each other when the need arises. The curriculum is carefully planned so that pupils of all abilities make good progress. The subject leader has a well-planned road map for the introduction of the new *Religious Education Directory* and key features of high-quality teaching are already embedded. Leaders and governors are committed to self-evaluation and, together they have a variety of ways to carry this out. Senior leaders ensure that their analysis of monitoring and evaluation leads to continuing improvement. They acknowledge that the variety of informal self-evaluation undertaken by governors is not formally recorded.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

**Pupil outcomes**

How well pupils participate in and respond to the school's collective worship

1

**Provision**

The quality of collective worship provided by the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1



Pupils in all classes participate fully in a wide and enriching variety of prayer opportunities throughout the year. Therefore, they experience ways of praying in reflective silence, traditional prayers and praising God through their joyful singing. They listen to each other and to adults who lead and guide these times of worship and meaningful prayer. They understand that prayer helps them in their daily lives. They also know that they 'see Jesus in other people when they do good deeds', and that prayer is 'like a sacred space in your heart'. Faith leaders enthusiastically undertake many ministries including leading whole school worship, prayer trails as well as helping pupils reflect on the meaning of the weekly Gospel assemblies. Pupils in all age groups are developing these skills with increasing independence and a mature understanding of how prayer can help them in their own lives. For example, their reflection on the Beatitudes helps them to understand the importance of peace in their lives, and they can make clear links with this when they learn about antibullying. Pupils enjoy contributing to the year prayer book and this records the many varied themes and creative ways they pray.

The Prayer Room is at the heart of the school, offering opportunities for the school community to pray and worship in a valued space. Prayer is central to the daily life of the school and pupils experience many forms of prayer every day during the liturgical year. It is evident that staff value prayer and therefore prioritise space and time for pupils to experience quality reflection during times of worship. This results in a richness of tradition and a variety of informal and formal prayer which is a strength of Cheadle Catholic Junior School. Staff ensure pupils experience a range of creative ways to pray, and include scripture, art, music, and drama to ensure prayer and worship is both meaningful and joyful. The effective use of the outdoor spaces for prayer trails also helps pupils to focus on God's creation. Staff highlight the importance of the Bible, therefore, pupils are skilled in locating Bible passages and can use these skills to create links

between various Gospel stories and their own way of life. Some staff have attended courses in their own time to further their own prayer life and understanding of the Catholic faith. They are appreciative of the support from the parish priest. Parents also appreciate the opportunities offered to them to participate in class assemblies and Masses.

Leaders have a clear understanding of how to provide quality prayer times for pupils. They are passionate in their commitment to offer creative and meaningful ways of praying. Leaders and staff willingly prepare pupils for their First Holy Communion and are supported through parish links. There is a rota for each class to attend weekly Mass in Christ Church and services of Reconciliation take place during Advent and Lent. The inspirational subject leader provides quality in service training for all staff, so that they not only build on their knowledge and skills to help pupils plan and lead prayer, but they also deepen their own faith and understanding of the power of prayer. This ensures that prayer is relevant to the whole community and is recognised by one catechist as 'faith into action'. Resources to support the prayer life of the school are prioritised by leaders and governors which enrich the pupils' experiences. Leaders and governors are frequently participating in the opportunities for prayer and liturgies, but they also recognise that there is no planned or formal approach to evaluating this important aspect of school life.

## Information about the school

Full name of school	Cheadle Catholic Junior School
School unique reference number (URN)	106112
School DfE Number (LAESTAB)	3563501
Full postal address of the school	Cheadle Catholic Junior School, Conway Road, Cheadle Hulme, Cheadle, SK8 6DB
School phone number	01614853754
Headteacher	Rachel Fender
Chair of Governors	Patricia Read
School Website	<a href="http://www.cheadle-jun.stockport.sch.uk">www.cheadle-jun.stockport.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	7-11
Gender of pupils	Mixed
Date of last denominational inspection	12 July 2017
Previous denominational inspection grade	1

## The inspection team

Susan Lyonette  
Stephen Walsh

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement