

**INSPECTION REPORT**

Telephone: 0161 817 2204

Email: [education@dioceseofsalford.org.uk](mailto:education@dioceseofsalford.org.uk)

**Inspection carried out Under Canon 806  
and in accordance with Section 48 of the Education Act 2005**

**Name of School**                      **Holy Cross and All Saints RC Primary School, Trafford Rd, Eccles, Salford, M30 0AJ**

Inspection date                      Thursday 6<sup>th</sup> December 2018

Reporting Inspectors                Fiona Robinson and Ruth Vayro

Type of school:	Primary
URN:	105952
Age range of pupils:	3-11
Number on roll:	283
Appropriate authority	The Governing Board
Chair of Governors:	Eugene Connolly
Headteacher:	Annemarie Bell
Religious Education Subject Leader :	Claire Euston
Date of previous inspection:	6 <sup>th</sup> Dec 2013

<b>The Inspection judgements are:</b>	<b>Grade</b>	Explanation of the Grades
Overall effectiveness of the school	2	1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Catholic Leadership	1	
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	1	
Religious Education (incorporating Word)	2	
Collective Worship	2	

The following pages provide reasons to support these judgements

### **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

Holy Cross and All Saints is a Voluntary Aided Roman Catholic school in the Diocese of Salford. The school is situated in the local authority of Salford. It serves a diverse community with a deprivation index which is higher than the national average. It is currently a one and a half form entry school with an admissions number of 45. There are 283 children on roll. The majority of the pupils are of white British heritage with an increasing number of children joining the school from minority ethnic backgrounds. 26% of the pupils have English as an additional language (EAL). 87% of the children are of the Roman Catholic faith. 11% of pupils are eligible for free school meals with 17% of pupils receiving pupil premium funding. 9% of the pupils are on the SEND (Special Educational Need and Disability) list. The headteacher has been in post since 2011.

### **THE KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- **The leadership of the school which has a clear focus and vision**
- **Pupils who are warm, friendly and respectful and live the mission of the school and the church**
- **The welfare provided to each family and in particular the most vulnerable in the community**
- **The excellent partnership between school, parish and home which greatly enhances the Catholic life of the school.**

### **OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD**

Holy Cross and All Saints is a good Catholic school with outstanding features. The school's leadership demonstrate a deep commitment to the church's mission in education. All leaders, staff and pupils are clearly witness to gospel values. Since the last inspection the governing body has developed through training and rigorous monitoring to make a highly significant contribution to the work and Catholic life of the school. The headteacher with the school's leadership and supported by the governing body has worked hard to develop further the Religious Education for all the pupils in her care. Teaching and learning however, would benefit from more detailed written guidance and monitoring to ensure that Religious Education teaching develops to the highest standards. The work of the school chaplains has been further developed since the last inspection and is now a strength of the school with high levels of impact on the life of the community and parish. Pupils are well behaved, friendly and respectful and live the mission of the school and church. There are excellent links between home, school and parish. Parents are very supportive of the school and recognise the loving and nurturing environment that it provides.

### **THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING**

The quality of Catholic leadership is outstanding due to the commitment and dedication of the governors and the leadership of the school. Since the last inspection the governors have strengthened with the addition of a new parish priest, Chair of Governors and governors who have a background in education. They have prioritised and evaluated the effectiveness of their work by undergoing a review of governance which they commissioned themselves. They continue to strive for effective leadership by regularly undertaking skills audits and working alongside a National Leader of Governance for training and development. The parish priest has the responsibility for another Catholic primary school in the area. This has allowed the governors of Holy Cross and All Saints to develop and strengthen links with another governing board through joint training and parish events. In recent years the leaders of the school have responded to a request from the Diocese to increase the intake of the school demonstrating their commitment to meeting the needs of the local Catholic community. The head teacher recognises and values her important role as a Catholic headteacher. Very detailed accounts of the Catholic life of the school are reported to the governing body each term. With the deputy headteacher, who is also the Religious Education subject leader, the headteacher has worked hard since the last inspection to develop further the Catholic life of the school. In particular, the role of the chaplains who are confident, committed to their role and greatly valued throughout the school

and parish. The headteacher has ensured that the school provides a clean, spacious and modern interior for all the pupils due to the building projects that have taken place over the last few years.

### **THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welfare, Welcome and Witness) IS OUTSTANDING**

The Catholic life of the school is outstanding. Parents, governors and visitors all feel welcomed into the school. Parents are invited to open days, welcome meetings, parent workshops and 'stay and play' sessions in the Early Years. This is in addition to all class and school masses and assemblies. Parents and carers were keen to express the care and support they receive from the staff of the school for their children in all areas of their education and family life. The school clearly fulfils its mission as a Catholic school by supporting families and particularly those in need. One carer needed support to take her grandchild to a hospital appointment and a member of staff took the time to accompany and help her. The school employs the support of a Caritas social worker for half a day a week to support vulnerable children and families. There are clear safeguarding systems and the children feel happy and safe in school. The pupils on the school council demonstrated a level of belonging and ownership of the school. They can talk about the care they all have for each other and their school environment; 'we look after each other and our school'. The school chaplains are outstanding. They have been well trained in their role and are enthusiastic, faithful and completely energised by their work. They enjoyed their recent work and training with chaplains from another local Catholic primary school. Their portfolio of evidence is a testament to their involvement in the faith life of the school and their parish. They are involved in 'Hope for the Future' and have further developed the strong links with the parish. They are very proud of the Baptism cards designed and given to newly baptised members of the parish. They are excellent role models for the rest of the pupils in the school. All children are involved in fundraising and the chaplains were extremely proud of the £1,200 that the school raised to help build a playground for a school in West Bengal, India. Funds have also been raised for CAFOD and refugees through a sponsored walk showing the love and compassion all staff and pupils have for others in the wider community.

### **RELIGIOUS EDUCATION (incorporating Word) IS GOOD**

The quality of Religious Education is good. The mission statement is known throughout the school and the children like to quote their school motto "Love Jesus, love learning, love life". The Come and See programme is used as the core of the Religious Education curriculum and is supplemented by Caritas in Action. 10% of the timetable is given to the teaching of Religious Education. Learning objectives were clearly displayed, discussed and evident in the Religious Education books. Displays in all classrooms and around the school reflect the work of the Religious Education curriculum and the liturgical year. However, they could be further enhanced by displaying the children's own individual work. There is clear evidence of the children engaging in the Big Questions in both display work and in their Religious Education books. Sacred scripture is clearly known by the children and this knowledge was being further developed in some lessons. Children have a good awareness of cultural differences and of other faith traditions. The Religious Education of the pupils is not yet outstanding because the quality of the work in some of the Religious Education books is not of the standard in the English books which have pieces of work of greater depth, length and more challenge. Written feedback is very limited in some Religious Education books and next steps comments or questions are not always responded to. The leadership team are committed to improving the quality of teaching and learning across the school and so the Religious Education teaching would further benefit from monitoring that gave more detailed guidance for individual teachers and lessons. Parents were clear about the importance of Religious Education and stated that the children come home and talk enthusiastically about what they have been learning in school. Spiritual, moral, social and cultural education is well developed and evidenced across the curriculum. This was witnessed in an upper Key Stage 2 lesson which explored feelings and values about others; children were asked very challenging and thoughtful questions.

### **COLLECTIVE WORSHIP IS GOOD**

The leadership team ensure that there are plenty of opportunities for prayer and worship throughout the life of the school thus deepening the faith development of all pupils. Liturgical celebrations take place throughout the year during the seasons of Advent, Lent, Easter and other feast days. Strong links are fostered with families through the prayer and worship packs that are sent home to families during these seasons. Children are encouraged and supported to contribute to the family masses through taking part in the church choir or becoming readers. The chaplaincy team are involved in monthly masses at church. There are excellent links between the school and parish and parishioners are invited to all services in school. Prayer areas are established in every classroom. The children have a good knowledge of traditional prayers and say they pray together three times a day. A small chapel has been established in school and each lunchtime children are allowed

'prayer passes' to join the chaplains in prayer and worship. Children were respectful and reverent during prayer times in the whole school assembly which took place at the end of the school day. This assembly was planned and prepared by the chaplains on the topic of CAFOD's Advent world gifts theme. They encouraged the children to contribute to their Advent charity work. Class collective worship takes place weekly in all classes and children take turns to plan and present the worship for that week. However, this needs further development so that these sessions become times of reflection, meditation and prayer.

#### **AGREED AREAS FOR DEVELOPMENT**

- **Ensure teaching and learning is of the highest standard and matched to the needs of all pupils across the school and in particular the more able.**
- **Further develop feedback and comments on the Religious Education work of the children so that it impacts on their learning and is consistently applied across the school.**
- **Continue to develop the class collective worship sessions so that they are times of reflection, meditation and prayer.**