



Archdiocese of Birmingham

Section 48 Inspection Report

ST GILES' CATHOLIC PRIMARY SCHOOL

Part of The Painsley Catholic Academy
Charles Street, Cheadle, Staffordshire, ST10 1ED

Inspection dates:

27-28 June 2022

Lead Inspector:

Rebecca Nash

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The whole school community is an active and authentic witness to its mission where all 'grow in faith and love.' A constant focus on this mission positively impacts every aspect of this highly successful school.
- Time has been invested in ensuring that teachers' subject knowledge relating to Religious Education is well developed.
- Leaders give Religious Education the highest priority. This leads to thoroughly well-planned lessons by teachers, instilling a genuine love of learning within pupils.
- The governing body is very well informed. Governors are a regular presence within the school and are committed to maintaining its excellent standards whilst sharing its work with others.
- Prayer is fundamental to every school day. The wide variety of meaningful prayer opportunities helps pupils and staff grow and flourish spiritually. The regular celebration of Mass with the parish makes sure that the Eucharist is truly at the heart of the community.
- The school's links with the parish are solid. The school has an excellent working relationship with the parish priest, who is also the Religious Education link governor.
- The school is at the heart of the local community; its contribution is valued, appreciated, and widely respected. As a result, the school wholeheartedly fulfils its mission.

FULL REPORT**What does the school need to do to improve further?**

- Embed Catholic social teaching across the entire school curriculum, incorporating the planned work from The Painsley Catholic Academy (MAC).
- Continue to use the most effective models of good practice to develop and upskill all staff to ensure consistency across the school.
- Formalise Catholic Life, Religious Education and Collective Worship's monitoring and evaluation procedures to be more robust.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Outstanding
The quality of provision for the Catholic Life of the school	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Outstanding

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**CL2 The quality of provision for the Catholic Life of the school**

- The school's mission is at the heart of daily life, contributing positively to the excellent behaviour of all pupils witnessed during the inspection. Pupils are encouraged to 'grow in faith and love', which is demonstrated in their behaviour. Pupils can talk about how they 'look beyond ourselves by always thinking of others.'
- Leaders have ensured pupils have a deep understanding of the meaning of the school's mission. Pupils confidently recite their mission statement and are encouraged to pray about it regularly. Based on the mission statement, the school's prayer was written by the mini vinnies and supported by the lay chaplain.
- The regular review of the mission, its inclusion in assemblies and lessons, its prominence in classrooms and communal areas, and its celebration in the school prayer means that it is known and understood by all pupils.
- Pupils play an active part in the evaluation of the Catholic Life of the school. For example, mini vinnies discuss how their everyday actions bring them closer to Jesus and how they can live like Him, saying, 'God gives us the potential to be the best we can be'. The 'Follow in Jesus' footsteps' award is given to one child in every class, encouraging pupils to 'look beyond themselves', thus living out their school mission statement.
- Pupils talked in detail to inspectors about the lives of various saints and what they could learn from them. They understand the importance of saints as role models.

- Pupils' behaviour is outstanding. They are kind, welcoming and respectful. The high expectations of staff and the positive example they set, combined with the prominence of the school's mission statement in all of its day-to-day work, support pupils to behave well.
- The virtues promoted in the Catholic School Pupil Profile (CSPP) are promoted throughout the school. These virtues are celebrated in displays, lessons and Collective Worship. Consequently, pupils can discuss the virtues in several ways and are proud to be 'attentive to God's call.'
- Chaplaincy provision at St Giles' is fundamental to the day-to-day life of the school. The parish priest and lay chaplain are actively involved in the Catholic Life of the school and are well known by the pupils and staff. Because of this, pupils demonstrate an excellent response to chaplaincy and recognise how they are supported to 'grow in faith and love.'
- Pupils feel safe and well supported at St Giles' because they know they are loved. They have the utmost confidence in the staff to look after them, help them and keep them safe, and look after their mental health.
- Pupils told inspectors that 'St Giles' is a great school because we share a passion for God.'
- The school provides exceptional pastoral care for pupils through the extensive work of the lay chaplain, whom pupils said 'is the go-to person; you can always count on her to make you feel better. We never see her without a smile on her face.'
- Pupils who receive one-to-one support have the provision of Rainbows and their own programme, 'Radiate', which focuses on friendships and relationships. There is always the opportunity to talk to someone, whether it be the lay chaplain or the support of all adults in the classroom and the school. This results in happy and confident pupils.
- The school provides exceptional pastoral care for pupils through the extensive work of the lay chaplain and the support of all adults in the school.
- Pupils choose to support members of the community through their social action through charity fundraising events, such as the local food bank, Mary's Meals, CAFOD, Christmas food hampers for needy families and have provided wider support for those in most need by filling a map of Ukraine with coins to support the victims of war and conflict. Pupils say, 'We have looked beyond ourselves in a spirit of charity.'
- The school set up a well-being café to support vulnerable elderly residents. Pupils said, 'this helps us to demonstrate our virtues by being attentive and discerning to others...I believe I am following in Jesus' footsteps by helping others and helping to bring our community together.' The school's young voices group entertains those who attend the café.
- The mini vinnies are confident in their ministry and know that it is their role to 'bring the Church to people.' As there are no boys in the mini vinnies, the school should look at ways to encourage boys to be part of the group.
- Pupils have an excellent understanding of vocation and can clearly articulate that God calls them here and now. Pupils said that God calls them to be kind, caring and hopeful, 'He wants us to be a follower of Christ and that we give our hands to serve and hearts to love.'
- Displays around the school are of a high standard and reinforce the Catholic mission of the school, as well as providing pupils with resources to support their learning. The prayer garden designed by the pupils also encourages and provides opportunities for voluntary prayer.
- Pupils are given opportunities to develop their faith – an example of this was a Confirmation retreat day for all Year 6 pupils across the MAC.

- The school provides many opportunities for pupils to come to an awareness of other faiths, including visits to different places of worship. Pupils enjoyed their visits to the faith trail in Derby; their Catholic Life big books demonstrate their understanding and respect for other faiths and religions.
- Staff understand the importance of their spiritual development and formation and the contribution this makes to the Catholic Life of the school. They value the opportunities provided by leaders in school and through the MAC and the lay chaplain for their spiritual development.
- Staff are highly committed to the Catholic Life of the school, and all believe they have a role in developing it. Relationships within the school community are strong. Staff feel valued as a member of the school community, and their views on the Catholic Life of the school are always sought as part of the school's self-evaluation process.
- Being part of the MAC is essential to the staff. They value and appreciate the child-led liturgies with other schools within the MAC and the online retreats that have taken place over the last couple of years.
- The lay chaplain supports staff new to the school. She provides constant support and has led staff meetings supporting staff with ways to pray, modelling this every week by leading staff prayer.
- Relationships, sex, and health education (RSE) is taught within the context of the Catholic Church using the 'Life to the Full' programme. Consequently, pupils already show that they understand loving relationships as being firmly rooted in the teachings of Christ and His Church.
- Pupils understand how to act upon the principles of Catholic social teaching. The MAC plans to implement a Catholic Social Teaching plan across all its schools to develop this work further.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- The outstanding leadership of St Giles' demonstrates a determination to effectively reflect, at all levels, the distinctive nature of a Catholic school and how that manifests itself in the pupils' daily lives.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are deeply committed to the Catholic Life of the school and are a visible presence to staff, pupils and parents.
- Governors are highly committed; they have a clear and robust vision and know the school well. They are highly dedicated to the school's mission and effectively support and challenge it.
- The principal is a dedicated Catholic leader highly regarded by the community at St Giles' and is visible in the parish on weekends. As a result of this strong leadership, all staff are highly motivated to help the pupils thrive in a respectful, loving, caring and faith-filled community.
- Leaders give provision for Catholic Life a high priority; however, self-evaluation needs to be monitored and evaluated more robustly without creating unnecessary workload.
- Continuing professional development (CPD) for staff focusing on the Catholic Life of the school occurs throughout the school year with the involvement of the lay chaplain. This has successfully developed a clear understanding of the mission of the school. Staff attend training led by the archdiocese, the MAC and school leaders.

- Leaders and staff are aware of how important it is to effectively induct new staff, including those new to Catholic education and so induction procedures are very well developed and effective. As a result, staff feel very well supported to contribute positively to the Catholic Life of the school right from the start. Leaders respond to CPD requests from staff. There is an evident 'open culture' of staff support. Staff are asked regularly how they can be supported in their work. Due to this provision, pupils experience consistently strong provision.
- Pastoral care of staff is given a high priority. Staff feel cared for by each other and also by leaders. They appreciate opportunities to reflect on their faith and spirituality through retreats and praying together.
- Governors are overwhelmingly positive and proud of their school. This view is based on first-hand evidence from learning walks, book trawls, pupil interviews, attendance at Collective Worship and discussions with members of staff. They ensure that Catholic Life is always at the forefront of all they do and recognise and appreciate leaders at all levels of the school.
- Governors are a presence around the school. For example, during a Year 2 lesson about serving the community, a governor spoke to the pupils and answered questions about his role as an extraordinary minister of the Eucharist.
- Parents are very positive about the school's impact on their children's spiritual and moral behaviour. They feel very welcome at the school and value the care and compassion shown by all staff; one parent told inspectors, 'The faith life of the school is good, and as a result, my child understands his faith journey.' The school is actively planning more opportunities for parents to be invited in to the school and parish now that covid restrictions are easing and are hopeful for a return of the family Masses.
- The school uses a variety of strategies to engage and inform parents. The school website, newsletters, and the introduction of class dojo, which has been very well received as an effective form of communication by parents, all reinforce the Catholic nature of the school.
- Pupils' spiritual and moral development is embedded across the curriculum at St Giles.'
- Leaders and governors ensure the school fully meets the requirements of the Archbishop of Birmingham relating to Catholic Life.

RELIGIOUS EDUCATION

The quality of Religious Education	Outstanding
How well pupils achieve and enjoy their learning in Religious Education	Outstanding
The quality of teaching, learning and assessment in Religious Education	Outstanding
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Outstanding

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils enter the school with little or no knowledge of the Catholic faith. Teachers in the Early Years and Key Stage 1 provide an excellent foundation for learning in Religious Education. As pupils move through school, teachers set the highest standards for pupils' learning, behaviours and knowledge of Religious Education. As a result, pupils make good progress in the subject by the time they leave Year 6, where two-thirds meet age-related expectations, and approximately one-third of pupils exceed them.
- The percentage of girls exceeding age-related expectations is higher than for boys, so the school has carefully adapted its provision to close this gap and find ways for boys to show a deeper understanding of what they are learning.
- Whilst pupils with special educational needs and disabilities (SEND) are the lowest-performing group in school; teachers provide appropriate scaffolding to support them with verbal feedback and support.
- Most pupils with English as an additional language (EAL) meet or exceed the expected standard.
- The Religious Education subject leader has a secure knowledge of standards of teaching across the school. Her work has strengthened her leadership in other schools within the MAC and support from her predecessor.
- The curriculum is well-sequenced and challenging, encouraging pupils to think deeply, explore, and reflect on the topics covered. As a result, pupils are successful in their work because they have experienced a well-planned and thoughtfully delivered Religious Education curriculum throughout their time in school.
- Pupils are productive during lessons and use a variety of ways of recording and applying their skills. This is reflected in the high standards achieved in their books, which are similar to expectations in other subjects.
- Effective questioning by staff during lessons is a strength of the school. Staff pose open-ended questions that probe pupils' knowledge and understanding. They actively encourage pupils to reflect by asking, 'What does this mean for me here in St Giles' today?'
- Historically, pupils were compliant and passive learners, but now they are probed further and deeper in their learning, with teachers asking, 'how do you know?' This demonstrates high expectations as pupils are challenged and asked to express their responses more deeply. This is further evident in their written work; for example, in a lesson about St Stephen's stoning, success criteria were cleverly linked to the school's mission statement by the theme of forgiveness.

- Modelling is explicit across the school in Religious Education lessons. Pupils are given clear examples of what they need to do to be successful in their learning.
- Prior learning is a crucial feature of all lessons; pupils are asked to recall previous learning from previous lessons and years. The school has incorporated the Painsley model of the Rosenshine principles of instruction. This is clear in all lessons throughout the school; as a result, pupils know more and remember more in their Religious Education lessons.
- Success criteria in every Religious Education lesson guide pupils to achieve their potential. Marking and feedback in Religious Education books align with the policy, resulting in pupils knowing how to improve their work.
- Feedback procedures ensure that work is demanding and matches the aims of the curriculum.
- High-quality teaching responds to the needs of children. Spiral learning is a crucial focus of all formative and summative assessments, with teachers actively marking work in lessons to identify early misconceptions.
- The school should continue to use the most effective models of good practice within the school and MAC to develop and upskill all staff, not just the subject leader so that there is a consistent approach across the school.
- Pupils are thoroughly engaged in their Religious Education learning. This is because most staff manage time well. In all lessons observed by inspectors, behaviour and conduct were exemplary because pupils are inquisitive and engaged by what they learn and are well supported to connect new content to previous learning. The well-sequenced curriculum with spaced learning promotes high engagement and enthusiasm for Religious Education. Pupils listen attentively, answer thoughtfully and engage independently.
- Pupils have an excellent knowledge of Bible passages. In Key Stage 2, pupils confidently make links between passages and can apply their learning to how we should live our lives today.
- Teachers have excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. The staff know they can seek advice and help from the subject leader and other staff members.
- Additional adults provide appropriate support in lessons to pupils without doing the work for them.
- There is a strong culture of celebrating pupils' achievements; this is evident in the way pupils' work is celebrated and rewarded in teachers' feedback in exercise books, verbally in lessons and at the weekly celebration assembly, where staff actively celebrate pupils' achievements in Religious Education with rewards and incentives as well as the 'star of the week work' which includes work from their Religious Education lessons.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- The principal and governors give religious Education the highest regard. As a result, it meets the requirements of the Bishops' Conference of England and Wales in every respect; the teaching of Religious Education is consistently given more than the minimum required amount of curriculum time.
- Senior leaders and governors ensure that Religious Education has full parity with other core subjects. The value placed on Religious Education is reflected in the high quality of work in pupils' books, which are in most year groups beautifully presented.

- While it is clear that leaders and governors carry out many monitoring activities, for example, book looks, they would benefit by formalising the monitoring and evaluation procedures of Religious Education to become more robust.
- Governors challenge leaders and recently asked about a slight recent decline in standards in Religious Education, asking, 'why?' and 'what can be done to bring about improvements?' This is evident in minutes from meetings and how governors support leaders to think deeply about how to continue improving the quality of provision for Religious Education.
- The link governor for Religious Education is well informed about standards in the subject and meets with the school to review data, take part in learning walks, and conducts book looks.
- The subject leader has a clear and inspiring vision and is developing expertise already evident in high standards by the time pupils leave the school.
- The curriculum leader has developed effective and productive relationships with pupils, staff, leaders, governors, the parish, the MAC and the wider diocesan family. As a result, there is a continuous and sustained culture of improvement. The Religious Education hub within the MAC has been beneficial in sharing good practices with other curriculum leaders.

COLLECTIVE WORSHIP

The quality of Collective Worship	Outstanding
How well pupils respond to and participate in the school's Collective Worship	Outstanding
The quality of Collective Worship provided by the school	Outstanding
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Outstanding

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Collective Worship is central to the life of the school, and pupils and staff respond enthusiastically to being part of a prayerful community.
- Pupils conduct themselves with the highest standards of reverence during the weekly celebration of Mass.
- The celebration of Mass is at the heart of the school. Pupils participate in Mass with great reverence and sincerity. They are very well prepared by staff to read the Liturgy of the Word and the appropriate parts of the Mass. Parishioners, pupils and staff benefit from their well-pronounced and audible reading. The parish priest is hopeful that pupils will return to serving Mass as altar servers in September.
- There is a genuine enthusiasm for Collective Worship, shown during the inspection in the quality of the school singing, evident at the whole school Mass to mark the feast of SS Peter and Paul.

- Pupils often lead Collective Worship, giving up their time to prepare for this. Pupils are used to organising and leading their acts of Collective Worship, which is an embedded feature. They use planning sheets to prepare well for these special prayers and liturgy times within the school week.
- Leaders strategically plan Collective Worship to ensure the liturgical year is covered in depth. CSPP values are firmly embedded within prayer; as a result, Collective Worship has a powerful impact on pupils' understanding and their faith development.
- Staff and pupils have an excellent understanding of the Church's liturgical year. The liturgical year is prominently reflected in displays around the school, and a liturgical wheel is evident in all classrooms and is routinely mentioned during instances of prayer. Consequently, pupils have an excellent understanding of the Church's key seasons and feasts and can articulate the relevance of these to their own lives.
- Acts of Collective Worship are varied and engage pupils' interests. They follow Catholic traditions, such as Stations of the Cross during Lent, but opportunities are also taken to reflect on contemporary issues such as praying for peace in Ukraine.
- Chaplaincy provision is strong. The parish priest is very supportive and regularly attends school to support teaching and learning. The parish works in partnership with the school to ensure the Mass is relevant, celebratory and engaging for pupils and the community. This was evident at the Mass for the feast of SS Peter and Paul, where two pupils made their First Holy Communion, supported by family members and friends.
- Pupils are developing an awareness of the traditional prayers of the Church. Leaders are keen for pupils to continue learning a variety of these prayers.
- Pupils are used to writing their own prayers and enjoy reading out intercessions during assembly and in their class prayer times. They also have experience of meditation and reflection.
- The school environment is conducive to worship with its many beautiful displays and the addition of a new prayer garden designed by the pupils, which includes an olive tree and apple tree to represent key passages in the Bible, and an archway to represent walking through to a special place.
- Pupils can undertake voluntary acts of worship and use the prayer garden to good effect. This is becoming increasingly used by boys.
- When pupils come together to pray, they raise the profile of this special time with the phrase, 'we gather', denoting the time when pupils show respect, reverence, and silence.
- Times of Collective Worship, supported strongly by Religious Education, help pupils to have a well-developed understanding of the Church's feasts, seasons, and the liturgical year. For example, pupils understand that October is the special month of the Rosary and is a time when they reflect on the life of Jesus and Mary and why people use the rosary, and May is the month dedicated to Mary.
- The pupils' spiritual, moral, and vocational development is promoted by giving them the opportunity to 'go forth' section of worship, reflecting on how to live their faith.
- The school offers opportunities for parents and carers to attend Mass and Collective Worship in school. They would like to increase the attendance of adults at these times of prayer and are planning to return to family Masses at the weekend.

- Voluntary staff prayer takes place once a week and is led by the lay chaplain. It allows staff to come together as a community in worship and is well attended.
- Staff have strong subject knowledge because of support from the lay chaplain and a strong diet of CPD. There are high expectations for Collective Worship modelled effectively by leaders. Collective Worship is a spiritual time at St Giles' where all pupils and staff value this special time to be in the presence of God.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Collective worship is central to the life of St Giles' school. Staff have the confidence and expertise to pray with pupils in different ways.
- The themes of whole school assemblies, daily class worship and Mass are well planned by senior leaders and class teachers. These reflect and celebrate the key seasons and feasts of the Church and the liturgical year, as well as promoting the school mission, the CSPP and the lives of the saints.
- Collective Worship is pitched appropriately for all members of the school community.
- Leaders know how to plan and deliver high-quality Collective Worship. They are good models of good practice for staff and pupils. This was evident in the whole school and classroom-based teacher-led acts of worship.
- Staff are skilled at teaching and role modelling various techniques and strategies so pupils can confidently plan and lead Collective Worship in school.
- Staff have received regular training on how to lead appropriate Collective Worship and support pupils as they plan and lead worship. The lay chaplain, principal and Religious Education subject leader are strong role models.
- The spiritual formation of governors, staff and leaders is given high priority. Planned CPD and retreat days for staff have taken place in school and at Alton Castle, as well as retreats with staff from the MAC. These have been valued and well received by staff.
- Senior leaders and governors carry out monitoring, and they would now benefit by formalising the monitoring and evaluation procedures of Collective Worship, so they are more robust.
- Leaders have supported and empowered pupils to monitor Collective Worship, including the principal's gospel assembly. Evidence of this was seen on whiteboards pupils had scribed on and placed on their focal points with key messages from the assembly.
- Governors have a visible presence in the school by regularly attending assemblies, prayer services and celebrations. As a result, they have a good understanding of the school's provision of Collective Worship and how pupils respond to it.
- Leaders and governors ensure that the school fully complies with the additional requirements of the Archbishop of Birmingham relating to prayer and liturgy.

SCHOOL DETAILS

Unique reference number	138724
Local authority	Staffordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Academy
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	211
Appropriate authority	The board of directors
Chair	Ken Wilson
Headteacher	Gill Wretham
Telephone number	01538 753220
Website address	www.st-giles.staffs.sch.uk
Email address	office@stgiles.staffs.sch.uk
Date of previous inspection	March 2016

INFORMATION ABOUT THIS SCHOOL

- St Giles' Catholic primary school is a one-form entry school serving the parish of St Giles.'
- The percentage of Catholic pupils is currently 55.9%.
- The percentage of disadvantaged pupils is broadly in line with the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is below average.
- Since the last inspection, there has been a significant change in staffing. In 2018 the principal, vice principal and six new class teachers joined the school, including the Religious Education subject leader. A new chair of governors was elected in 2020. A temporary Religious Education subject leader joined the school in September 2021 due to the secondment of the current postholder within the MAC.

INFORMATION ABOUT THIS INSPECTION

- Two diocesan inspectors carried out the inspection: Rebecca Nash and Krystyna Bickley. A trainee inspector, Kerry Cox, shadowed the inspection as part of her CPD.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.

- Meetings were held with the CEO, a group of governors including the chair of governors, the Principal, the current Religious Education subject leader, the seconded subject leader, lay chaplain, parish priest, parents, teaching staff and support staff.
- The inspectors attended a whole school Mass, whole school Collective Worship, and a class-led Collective Worship and undertook an environment walk to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the RE action plan, teachers' planning and monitoring as well as Catholic Life big books and minutes from governing body meetings.