



# St Bridget's Catholic Primary School

URN: 111377

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

From: 31 January 2024

to: 01 February 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

- Inclusion is prioritised at every opportunity and all members of the community are welcome, feel loved and are treated with dignity and respect.
- The commitment to Catholic life and Catholic social teaching shown by all members of staff and governors is exemplary.
- Leaders, including governors, are inspirational in their determination to make a positive difference to the St Bridget's community.
- The relentless focus on maintaining positive relationships ensures that all members of the community can thrive.

## What the school needs to improve

- In religious education, create opportunities for pupils to focus on the questions they will ask of themselves to deepen their learning even further.
- In preparation for prayer and liturgical events, embed opportunities for children to creatively plan, lead and evaluate their own contribution.

## 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**

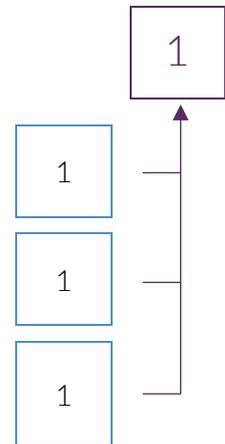
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



There is a tangible sense of belonging at St Bridget's where all fully embrace the school's mission, *'learn to love and love to learn.'* The children are a credit to themselves, their families and the community as they are calm, well-mannered and friendly, welcoming all whom they encounter. The school's approach to inclusivity ensures that relationships are a real strength. Every pupil is unique; they are truly valued and treated with respect and dignity. They 'rest easy' knowing that their gifts and talents will be recognised and celebrated; that they can love and are loved at St Bridget's. One pupil in Year 2 told inspectors, *'Everyone in this school has a gift. We may not know it now, but we will definitely know it by the end.'* Pupils enjoy gathering as a school community and, in the words of one Year 4 pupil, *'When we do this, we are following Jesus' light.'* The school calendar of events is meticulously organised so that pupils can see the impact of their actions on their school, local and global community; and they can articulate the reasons for action as they care for our common home. Pupils have a deep-rooted respect for themselves and others. In discussion about the donations made to the school foodbank, one pupil said that they *'help to restore equality by supporting others.'*

The mission statement is clear and well understood by all at St Bridget's. Visitors of all descriptions receive a lovely, warm welcome as they come into the school. There is a clear focus on prayer life and mission which is exemplified throughout the school using well-chosen links to scripture and beautiful displays. All adults contribute to the mission; they know each individual pupil well and consequently support and intervene when required. This ensures that a sense of calmness pervades the school. Staff at St Bridget's do all that they can to support the children, families and each other; they are a united front which ensures a real sense of 'togetherness'. One member of staff commented, *'We are a family, we nurture all children, and all are welcome.'*

*There is a great sense of belonging.* Staff at all levels talk positively about one another and care deeply. As a result, there is a lived sense of community at St Bridget's where Christ is at the heart of all they do. The curriculum for relationships, sex and health education is sequentially planned and meets all statutory and archdiocesan requirements.

Leaders and governors know, understand, and live out the mission. They are passionate about their school community and care about all who come through the doors. They have a shared vision and a thorough understanding of their many strengths exemplified by the headteacher, *'Our strength is the inclusivity of St Bridget's. Every child and family is accepted and recognised for their uniqueness, and all are welcome.'* All staff welcome the support of the committed and well skilled subject leader who supports the continuous professional development of others by cascading information on a regular basis. Despite the closure of St Bridget's church in 2022, the links with the parish are strong because school leaders and governors have ensured that there are plenty of opportunities for collaborative working. Excellent relationships with parents and carers are nurtured and they, in turn, value the work of the school. One parent commented, *'We're always welcomed in.'* Carefully constructed policies and systems are in place to support staff, and this further strengthens relationships. Governors are passionate, ambitious, and thorough in their approach to evaluating the school's work; they expect the best for the St Bridget's community.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

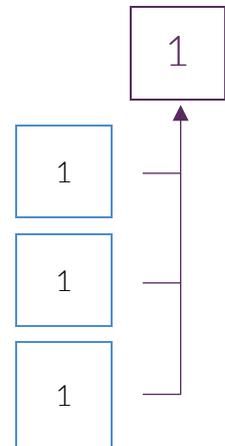
How well pupils achieve and enjoy their learning in religious education

#### 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 key stages develop excellent knowledge, skills and understanding in religious education. The consistent use of the three-part recap at the beginning of lessons means that pupils confidently recall prior learning, and all pupils make consistently strong progress. A variety of learning styles are catered for, ensuring that learning is embedded through visual, auditory and kinaesthetic cues. Children in the early years ably recalled the story of the feeding of the five thousand and could empathise with the crowds saying 'their tummies were rumbling as they listened.' Appropriate to their age and stage of development, pupils are religiously literate; they are engaged, enthusiastic, curious, and independent learners because their teachers and support staff have consistently high expectations of them and provide a range of engaging activities. Pupils know and understand the various events that take place during the liturgical year; a pupil in Year 3 told inspectors that '*Lent is when we follow Jesus' journey of being tempted in the desert and Pentecost is the time when the apostles received the gift of language.*' Despite potential barriers to learning, all pupils are catered for, ensuring that they can access the curriculum. During the inspection, pupils in Year 2 benefitted from re-enacting the last supper. This led to a better understanding of the Eucharistic Prayer, which pupils were able to recite confidently during the celebration of Mass on their patron's feast day.

Teachers across the school are highly committed to religious education and understand the impact this has on pupils' spiritual and moral development. They are confident and have a sound subject knowledge. They skilfully ensure that pupils have a secure understanding of how well they are doing and provide regular verbal feedback in line with school policy. Praise is used consistently, and pupils' work is celebrated by all adults. Relationships are strong across the school and adults are trusted. In the Year 5 lesson, children listened intently to the special memories of their teacher commenting appreciatively of the time they share together. Support

staff provide unobtrusive, well-planned intervention so that pupils' needs are met and, consequently, all pupils, particularly the most vulnerable, are appropriately challenged and given the opportunity to thrive. Pupils benefit from time during lessons to reflect on their work and to ponder complex questions relating to scripture. During a lesson focussed on 'unity', pupils in Year 6 were able to demonstrate high levels of respect and tolerance by responding with ease to targeted questions posed by their teacher.

Leaders have planned an effective roll out programme for the introduction of the new *Religious Education Directory* in the early years and Year 1. Staff have witnessed the positive impact of this on the outcomes for pupils and, as a result, are excited to see its implementation across the school saying, *'We are looking forward to making the curriculum purpose built for our own community.'* The subject leader is committed to and passionate about religious education and strives to ensure the *'best outcomes for all pupils by doing all she can to make a difference.'* She ably supports staff across the school by providing continuous professional development opportunities for all, and by sharing good practice following the work that she undertakes as part of the Warrington cluster group. Leaders and governors have a relentless focus on providing the best opportunities for the most vulnerable. Consequently, the provision for pupils with special educational needs and those who are disadvantaged is a real strength. Pupils with complex needs and their families are treated with care, dignity and respect, and the staff at St Bridget's ensure a graduated approach to providing essential support. The school's self-evaluation is accurate because it is informed by systematic, rigorous monitoring and challenge.

## 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 at St Bridget's fully participate with the plethora of prayer and liturgical experiences offered to them. They engage with enthusiasm, sing joyfully, and ponder reflectively. They eagerly share moments of joy with those around them, breaking out into song when given the opportunity to do so. For example, during the inspection a group of younger pupils spontaneously sang the *Irish Blessing*. Pupils are taught how to talk to and listen to God through quiet self-reflection. From the youngest age, they can describe what worship feels like on a personal level saying, *'It feels like Jesus is with us.'* Pupils benefit from following clearly planned themes around prayer which are built upon as the children progress through the school. In Key Stage 2, pupils recollect their experiences of prayer with fondness, and they talk with enthusiasm about the opportunities they get to share special occasions with the parish priest. When asked about their experiences, older pupils recalled visiting St Stephen's church to pray the *Stations of the Cross* during Lent. Pupils at St Bridget's are eager participants and relish the opportunity to lead various aspects of worship. They choose appropriate equipment and support the delivery of prayer and liturgy using the resources given to them by staff.

Prayer is woven into daily life at St Bridget's and is a natural, eagerly anticipated part of the school day. The subject leader has organised a sequentially progressive plan so that children develop their use of traditional and school specific prayers over time. Pupils are provided with a range of opportunities which enrich their experience and allow them to make links with previous learning. Staff support children joyfully and show a deep commitment to the prayer life of the school. They are advocates in sharing prayer for community members in need. For the past several months there has been a focus on prayer for the return to good health of a pupil in Year 4. Staff creatively use a range of resources, including their own talents, to ensure that opportunities to gather are enhanced and memorable. The environment is used well to create a calm haven for pupils and

throughout the school there are various stations where children and staff can take time to reflect if they need to. Significant plans are underway to develop the outdoor space so that it replicates the provision inside the school building.

Strong leadership is provided by both the headteacher and subject lead who use their skills to model good practice and support staff as required. The subject lead has developed a clearly planned skill strategy for prayer. Consequently, pupils fully participate in the prayer life of the school and make excellent progress. Leaders, including governors, are highly conscious of the context of the community. They have created an environment where all pupils, many of whom are not baptised Catholic, are able to reflect and participate in liturgy and prayer. Staff across the school are committed to making a positive difference to all they encounter. The subject lead is an exemplary role model and has worked hard to ensure that opportunities for prayer are available to the wider school community and parishioners. Parents comment with appreciation and share this with leaders, *'Saying the rosary together has made a difference to me and I now continue this at home.'* The parish priest and other key members of the governing body are familiar visitors to school and their time and support is highly valued by leaders. They exercise their monitoring duties diligently and are passionate advocates who make a positive difference to all at St Bridget's school.

## Information about the school

Full name of school	St Bridget's Catholic Primary School
School unique reference number (URN)	111377
School DfE Number (LAESTAB)	8773629
Full postal address of the school	St Bridget's Catholic Primary School, Capesthorpe Road, Warrington, WA2 0ER
School phone number	01925 811873
Headteacher	Ceri Dobson
Chair of Governors	Loucas Georgiou
School Website	<a href="http://www.stbridgetscatholicprimaryschool.co.uk">www.stbridgetscatholicprimaryschool.co.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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	7 <sup>th</sup> February 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Rachael Tyler

Lead

Angela Phillips

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