

Catholic Schools Inspectorate inspection report for
St Luke's Catholic Primary School, Trench

URN: 123558

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 29th - 30th March 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St Luke's is an inclusive school where all are welcome because every day is lived out with Christ at the centre of all they do.
- The pupils' behaviour is outstanding, which enables them to learn in a secure and trusting environment. They show respect and kindness to each other.
- The school has developed a strong partnership with the parish, and this provides opportunities for families to take an active part in parish Masses.
- The school has a strong and enthusiastic Mini Vinnies group that provides opportunities for the pupils to develop an understanding of Catholic Social Teaching and raise funds for the most vulnerable.

- St Luke's has a dedicated team that uses its creative skills to provide religious education lessons that include music, art, and drama.

What the school needs to improve:

- Revisit the mission statement to ensure it is written in such a way that it is known by all the school community.
- Ensure the school's monitoring analysis informs an effective strategic action plan to further improve teaching of and learning in religious education for all pupils.
- Ensure leaders share their own expertise in leading prayer, so that staff become more confident in providing a wider range of experiences for prayer and reflection, so that pupils have more opportunities for prayer on their own and with others

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

2



St Luke's pupils are proud of their school. They greet their teachers with respectful enthusiasm, knowing, 'We care, we share, we learn together'. Pupils told us that St Luke's is special because, 'We go to Mass. We pray every day'. They understand that forgiveness is important. During playtimes, and in lessons, pupils feel they are valued; they recognise they are all unique coming from different cultures and faiths, but they are all loved by God. They are confident learners, and their behaviour shows respect towards all. Pupils know who to go to if they have a problem. School councillors told inspectors that their ideas are valued. The Mini Vinnies team is an outstanding example of pupils' commitment to care for the most vulnerable. Events such as Pancake Day, support for Cafod projects in India and support for earthquake victims, demonstrate that pupils embrace the opportunities provided. Pupils are eager to take an active part in the family Masses on Sundays and the parish priest told us that the number of families attending Mass has therefore increased. Pupils enjoy taking part in the preparation for their first sacraments in church.

The community at St Luke's lives out its commitment to the gospel values that underpin the Catholic life and mission of the school. The mission statement, 'Whoever welcomes a child in my name, welcomes me,' led one parent to tell us that 'the school truly does this'. Parents, governors, and staff told us that 'everything is done for the benefit of the children'. The staff told us 'The children are our priority', and they are enthusiastic about embracing their mission, telling us they have 'never had a feeling like this one in another school'. Staff feel part of a team because they know they are working in a place where Christ is at the centre of all they do. Therefore, they have supportive relationships that promote an environment for pupils to flourish. There is an overwhelming sense of welcome, witnessed by inspectors, and evidenced by the warmth parents from a diversity of cultures and faiths have experienced when joining the school. Pupils with English as an additional language are

well supported and therefore settle quickly. Governors and staff are committed to providing high quality pastoral care and have recently acquired a school dog which is training to support the emotional needs of all.

Leaders and governors fully embrace their commitment to the Church's mission in education. Prioritising time to reflect on this will ensure that the words of their mission statement are clear to all. They have invested in high quality resources that reflect the Catholic life of the school and these are a significant feature of the environment. Leaders attend diocesan courses to enhance the quality of guidance and training that they share with staff and governors. They work with energy and enthusiasm that allows the partnership with the parish to flourish. Leaders strive to provide high quality opportunities to engage with parents. Most recent and previous parent questionnaires are positive, evidencing their appreciation of the opportunities afforded to them to attend Masses and celebration assemblies. They value the support they receive when preparing children for their first sacraments. The subject leader has recently provided a framework map to ensure Catholic Social Teaching is integrated across all subjects, therefore pupils can talk about the need to be fair to all. Staff told us how much they value the support of the headteacher in ensuring their healthy wellbeing, which enables them to give their best to the pupils. Pupils told us they have opportunities to share their ideas, and therefore feel valued.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2



Pupils are clearly developing knowledge and understanding in their religious education lessons. By the end of Key Stage 2, they demonstrate that they know and remember what they have learned in 'The Way the Truth and the Life'. In the most effective lessons, pupils of all abilities and cultures can make good progress because of the classroom assistants' support, appropriate prompts and regular feedback provided in line with the school's marking policy. All pupils show respect and listen to each other with interest. Behaviour is exemplary, and therefore children in Early Years and pupils in both key stages can benefit from a safe learning environment. In the most effective lessons, pupils use appropriate vocabulary to answer questions. In some books it is evident that sufficient time is planned for pupils to explore topics more fully before being asked to answer more challenging questions. Pupils in these classes are beginning to develop their own views. Pupils have a variety of learning experiences; the youngest children enacted the story of Good Friday and explored the theme of forgiveness. Pupils in both key stages also express their learning through music and drama.

All teachers value religious education, and they are keen to develop their own subject knowledge. They actively engage in religious education training provided by the subject leader. They told us that if they need to explore areas more fully, they have support from senior leaders. By the end of Key Stage 2, pupils can produce extended writing because of the in-depth knowledge of the class teacher. In a diary account of Good Friday, these pupils wrote fluently about emotions. In all classes, teaching assistants support pupils, enabling them to access learning and make appropriate progress. Pupils told us that they think about their relationship with Jesus, and a pupil of another faith explained she is learning about Jesus, and this helps her to respect the faith of others. Staff provide a wide range of activities to engage pupils' learning. One parent told us that there is 'a balance of being strict and kind'. This helps pupils to make good progress. Teachers use the

diocesan approved scheme to teach relationships, health and sex education. In the most effective lessons, learning is assessed accurately. To improve learning even more, senior leaders should ensure that actions from monitoring activities are consistently carried out in all year groups.

The headteacher, subject leader and governors work enthusiastically to ensure the curriculum follows the *Religious Education Curriculum Directory*. Leaders and governors attend diocesan training and share their learning with staff. However, more focused training for staff would ensure greater depth in learning. The subject leader has a high level of expertise and is supported by the headteacher who is committed to leading an effective, inclusive Catholic school. They are both supported by a dedicated board of governors. Religious education has the same importance as other core subjects, and this is reflected in budget planning and staffing. Bibles are in all classrooms and resources are provided for artwork and prayer. Weekly timetables demonstrate that teaching time meets the Bishops' requirements. The curriculum is well planned and sequenced for all mixed aged classes. The subject leader has provided staff with appropriate learning goals so that teachers' planning can build on previous learning. The link governor's evaluation includes pupil discussions and lesson observations. His findings are shared with the governing board. Senior leaders now need to ensure that their own analysis of monitoring and moderation is followed up with planned professional development activities that lead to further improvements.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Pupils talk confidently about the Church's liturgical year and can link significant times to their own lives. For example, having illustrated the Stations of the Cross, they are able to reflect on forgiveness and God's love for all. There is an emphasis on formal prayer at St Luke's, however there is evidence of spontaneous prayer in some workbooks. Scripture is read from the Bible during liturgical prayer, so pupils are developing an understanding that the Bible is the word of God. Pupils know the candle reminds them that Jesus is the Light of the World and younger pupils can reflect on how they can 'light up the world'. Pupils enjoy singing and the quiet music that helps them to reflect during liturgical prayer. Pupils told us that prayer times help them to get to know Jesus. An older pupil said, 'It helps us to pray to God when we are worried' and a younger pupil said 'I pray before I go to sleep.' Pupils would benefit from increased opportunities to develop their own prayers and experience simple prayer times together. Pupils willingly offer to read and take part in the procession of gifts during family Masses.

Prayer is central to the diverse community at St Luke's. There is a daily pattern of prayer and pupils speak confidently about these times in school. Pupils experience the Catholic traditions of liturgy and liturgical prayer throughout the year by celebrating special feasts and significant seasons. The headteacher and governors demonstrate the importance of liturgy by offering many opportunities for families to come together to worship. This has led to a flourishing partnership with the parish. The parish priest told us that more families are attending Mass on Sundays and leaders are working hard to include families in the prayer life of the school. Parents told us they look forward to these opportunities. Families appreciate the support from catechists and staff, who help them prepare their children for the Sacraments of Reconciliation and Holy Communion. The subject leader has the skills to lead meaningful liturgy and prayer. However senior leaders need to plan more time for her to develop the skills of staff, so that all pupils enjoy a wider range of prayer opportunities.

The subject leader has developed a meaningful policy for prayer and liturgy, which sets out how prayer and liturgy are linked to everyday life. Staff would benefit from quality time to revisit this so they can prepare a wider range of prayer opportunities in all classes. Leaders have skills to ensure pupils develop the ability, appropriate to their age and understanding, to participate actively in prayer times. They have a thorough knowledge of the liturgical seasons, and the school celebrates these significant times with the parish community and in school. Leaders and governors understand their role when supporting parents in preparing their children for the sacramental programme. The subject leader and senior leaders attend diocesan courses, and they are eager to embrace the draft *Prayer and Liturgy Directory*. Governors also access training provided by the diocese. They fully understand the importance of prayer and liturgy in the life of their community and support the school by providing funds to improve resources, as well as being actively involved in prayer and liturgical services. Leaders understand the need to evaluate prayer and liturgy in school, however a more strategically planned approach and opportunities to share the good practice of skilled staff will enhance the pupils' experience of prayer.

Information about the school

Full name of school	St Luke's Catholic Primary School
School unique reference number (URN)	123558
Full postal address of the school	Church Road, Trench, Telford, Shropshire TF2 7HG
School phone number	01952 388222
Name of head teacher or principal	Louise Evans
Chair of governing board	Pauline Heffernan
School Website	www.stlukescatholicprimary.org.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	22 June 2016
Previous denominational inspection grade	Good

The inspection team

Sue Lyonette	Lead inspector
Roisin Moores	Team inspector
Name of inspector	Lead/team
Name of inspector	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