



St Edwards Catholic Primary School

URN: 111319

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

07 May 2026 – 07 May 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

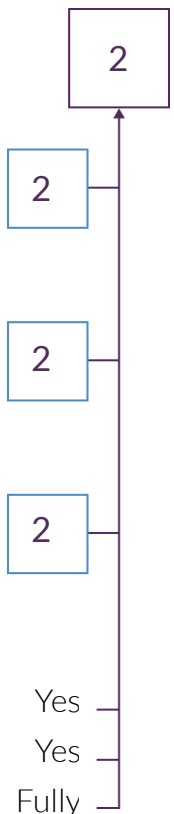
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



What the school does well

- The dedicated subject leader, supported by the headteacher, ensures staff have the support and training to continue to further improve religious education, Catholic life and mission and prayer and liturgy.
- The outstanding pastoral care provided by the school community ensures pupils' spiritual, emotional, and physical development is nurtured so that pupils develop a sense of worth and respect for themselves and others.
- Religious education lessons result in pupils enjoying their learning and making good progress from their starting points.
- Prayer opportunities that are central to daily life enable pupils to relate these times to their own lives so they understand how 'To love. To serve. To learn'.
- The strong partnerships with parents is a foundation for providing a happy and caring environment in which all are welcome.

What the school needs to improve

- Implement a cycle of monitoring and evaluation that targets specific actions and measures their impact on pupil outcomes in Catholic life and mission, religious education and prayer and liturgy.
- Review the prayer and liturgy policy with all stakeholders ensuring that it references the annual provision of prayer, and provides a progressive programme of formation for pupils and staff to confidently undertake ministries.
- Introduce effective assessment procedures in line with diocesan guidance that clearly informs planning, and addresses the needs of mixed age groups to ensure maximum impact resulting in sustained progress for all pupils.

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

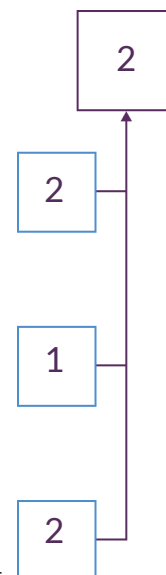
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 guided by their mission statement 'To love. To serve. To learn'. They describe this as 'being kind' and 'helping others'. St Edward's is a happy, lively and respectful place where pupils feel valued and speak confidently about how staff support each one of them and recognise their different needs. Pupils 'try to be like Jesus', for example when they recognise and support those children who have specific needs. Pupils confidently express their feelings and enjoy school life because they learn in a place where gospel values underpin everything that is done. Pupils show a deep respect for each other and there is a joyful atmosphere throughout the day, where forgiveness and reconciliation is their guide. Pupils are keen to support many fundraising activities, for example the popular bunny hop, Big Lent walk and the harvest festival. They also support charities including local foodbank, Halton Haven hospice, and Cafod. This raises pupils' awareness that they can make a positive difference and they are starting to make links to Catholic social teaching. Pupils speak with enthusiasm about the opportunities they have to gather in prayer each day and for Mass during the year.

The mission statement guides every aspect of school life at St Edward's, and as a result the community 'journey together in God's love'. Staff enthusiastically join in activities that reflect the mission of the school, such as the kindness walk to Runcorn old town. Staff work as a team to ensure they 'put the children first' and, because Christ is at the centre of all that they do, 'every child feels loved and cared for'. Staff are exemplary role models for pupils as their relationships are firmly rooted in gospel values. The school provides the highest level of pastoral care for pupils and the nurture room provides an oasis of calm where pupils feel nurtured. The positive and trusting relationships staff have with parents, and the outstanding

specialist pastoral support in school, ensures pupils' social and emotional wellbeing is nurtured, enabling pupils to flourish. Staff provide a range of opportunities for spiritual growth during the year, including class celebrations of the word, Mass and opportunities to pray the rosary. The school environment reflects the school's identity and mission, endorsed recently by visitors who describe St Edward's as a 'beautiful school' and 'you can tell this is a Catholic school as soon as you walk in'.

Leaders and governors are committed to ensuring the Catholic life and mission of the school is lived out daily, and they fully understand how to fulfil their role in supporting parents. Survey responses and discussions indicate parents and carers strongly support the school's mission. They know their children 'are happy in school' and appreciate that those who need extra support are nurtured as they develop their own life skills. In recent years leaders have developed successful partnerships with many parents now attending assemblies and Mass in church. Leaders and governors respect staff and ensure their wellbeing is catered for in a variety of ways. This results in the staff working in a supportive place where gospel values guide relationships. Leaders ensure staff attend relevant training with the diocese and the headteacher has successfully promoted activities with other Catholic schools to encourage effective partnerships in the local area. Governors receive reports from the headteacher about the Catholic life and mission of the school, however they are not involved in any formal self-evaluation.

Religious education

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

Religious education key judgement grade

Pupil outcomes

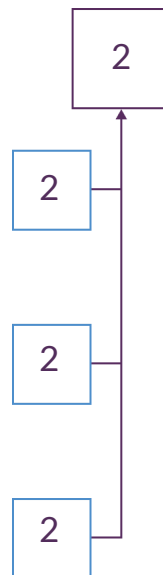
How well pupils achieve and enjoy their learning in religious education

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 are developing a secure knowledge and understanding of the *Religious Education Directory*. They confidently express this knowledge using specific vocabulary. For example, the youngest children remember Jesus' temptation in the desert, recalling 'if you are the son of God make this stone into bread' and by the end of Upper Key Stage 2 they recognise the fruits of the Holy Spirit in the choices they make in daily life. Pupils enjoy their lessons and know that religious education 'isn't just history, but it's about our own lives'. Pupils in all classes are actively engaged in their learning and show an interest in developing their understanding. They approach their tasks with enthusiasm and therefore behaviour is outstanding with minimal disruption to learning. Pupils make good progress from their starting points, however tasks are not always adapted to challenge the range of abilities in every class. Pupils produce good written work, which reflects the variety of tasks teachers plan, and pupils also enjoy some opportunities to learn through drama and art. In most classes pupils have time to respond to teachers' feedback, however this is not consistently seen in all books.

Teachers have a good understanding of the *Religious Education Directory* and plan their lessons carefully using the *Vine and the Branches* scheme. Staff demonstrate a deep commitment to the value of religious education by engaging enthusiastically in all diocesan and internal training. They successfully implement this, and other training undertaken with local Catholic schools, in order to introduce creative ways of teaching religious education. They have high expectations which are consistently conveyed to their pupils. Teachers and support staff use effective questions to guide pupils' learning, and most progress is made

when teachers skilfully adapt their explanations to correct misconceptions either in verbal or written feedback. Teachers use quality resources to engage pupils, and this leads to enjoyment and progress. Adult support in all classes is a strength which enables pupils to make good progress. In some classes pupils have time to reflect on their learning, which impacts positively on their spiritual and moral development. However this is developing as teachers become more confident with the ways of knowing from the directory. To ensure planning is linked more closely to the range of abilities in their mixed aged classes, teachers need to develop assessment strategies in line with diocesan guidance.

Leaders and governors understand the importance of religious education. Therefore they ensure that staff are fully informed of diocesan initiatives and provide all necessary resources to teach the *Vine and the Branches* scheme, which is used in all classes. The school is also represented on the working party for the Early Years Foundation Stage curriculum. Leaders prioritise professional training, timetabling and resources so that religious education has parity with other core subjects in all aspects of provision. This leads to confident staff who deliver a curriculum that is enjoyed by pupils and results in good progress from their starting points. The dedicated subject leader has a clear understanding of what outstanding teaching and learning looks like in religious education. Therefore teaching is consistently good with some outstanding provision evidenced in written work and lessons. Leaders have 'removed the barrier of writing' by providing a variety of more creative ways of learning. However this is not consistent across the school. The subject leader, with the support of the diocese, is working hard to develop the curriculum to meet the needs of mixed aged classes. Monitoring does take place but needs to be more focused to ensure it targets and evaluates action that leads to consistency across school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

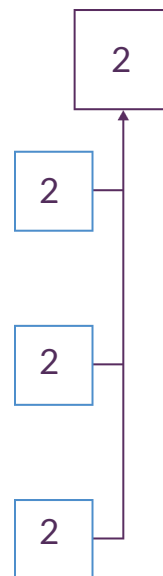
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils joining St Edward's experience a range of quality opportunities to pray. The youngest children soon learn to participate in quiet reflection and join in simple prayers and songs of worship. Pupils in all classes are respectful, reflect in silence, engage in community prayers and sing with enthusiasm. They enjoy thinking about their weekly mission and have many opportunities to write their own prayers. Younger pupils enjoy taking the prayer bear home to encourage shared time to pray with their families. Pupils can describe some seasons of the Church's liturgical year, for example they know Advent is a time of preparation for Christmas and Ash Wednesday is the start of Lent. Teachers and support staff help children to undertake ministries during their class celebrations of the word as well as at the Friday celebration assembly, which focuses on the social teachings of the Church and is linked to the work of Cafod. Other pupils do have opportunities to undertake ministries, but at times this does not result in meaningful reflection or prayer. Some pupils speak confidently about how these times help them to 'be like Jesus and be peacemakers'. They know that prayer helps them to think before they react to something they believe is unfair and 'helps them to understand others'.

Prayer is central to the daily routine in St Edward's for staff and pupils, and significant times in the liturgical year are celebrated with families and the parish community. Scripture is well chosen to reflect the liturgical season as well as relevant topics in the *Vine and Branches*. In most classes scripture is proclaimed so pupils understand the passage and recognise the importance the Bible holds for Christians. On occasions scripture is not read from the Bible or it is not sufficiently clear for pupils to understand. However pupils do know the Bible is 'a very

special book' and 'gospels are the word of God'. All staff are committed to providing a calm, prayerful experience for their classes. They make good use of the space and resources to change the teaching atmosphere to a reflective time for prayer. Prayer in song is particularly enjoyed by younger pupils and all teachers are appreciative of the guidance from the subject leader. Parents are invited to 'stay and pray' with their children on occasions. They also attend weekly celebration assemblies and Mass in the parish church. Their feedback indicates they appreciate these opportunities and attendance is increasing.

The prayer and liturgy policy was implemented in 2024 and leaders and governors recognise the importance of reviewing this since the introduction of the *Prayer and Liturgy Directory* to make it more relevant to staff. The prayer progression document is a useful reference for staff and the subject leader is now developing the skills pupils need to undertake particular ministries. She provides training for staff and models celebrations of the word to develop their skills and confidence. Leaders ensure that special feast days are celebrated during the year and Masses are highlighted on a yearly calendar. However a more comprehensive overview of planned formation, prayer and liturgy will raise the significance of the prayer life of the school community. The parish priest appreciates the occasions when the subject leader takes pupils to Mass on Sunday and these times are enjoyed by parishioners. The senior leaders ensure prayer is part of everyday life for staff and pupils at St Edward's. However, the variety of ways of praying is limited. Leaders and governors recognise the need to formalise monitoring and self-evaluation of prayer and liturgy in order to deepen spirituality in the school community.

Information about the school

Full name of school	St Edwards Catholic Primary School
School unique reference number (URN)	111319
School DfE Number (LAESTAB)	8763509
Full postal address of the school	Wivern Place, Runcorn, WA7 1RZ
School phone number	01928 572317
Headteacher or Head of School	Mrs Angela Snell
Chair of Governors	Julie Bullock
School Website	www.stedwardscatholicprimaryschool.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	07 November 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Susan Lyonette Lead

Stephen Walsh

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