



St. Cuthbert's Catholic Primary School

URN: 131228

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

11–12 February 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

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

- St. Cuthbert's is a happy welcoming family where everyone is included and valued.
- School values are well known and weaved seamlessly into lessons, prayer times and in how the school community lives out its Catholic mission.
- The inspiring subject leaders have worked tirelessly and with dedication in implementing systems to improve the teaching and learning across the school.
- St. Cuthbert's is dedicated to serving all members of its community and fosters a strong, collaborative relationship with the parish priest and the local parish.
- Pupils' behaviour, kindness and respect toward each other is exemplary, both in lessons and around the school.

What the school needs to improve

- Enable pupils to develop a clearer sense of their current progress and identify the steps needed to advance further.
- Provide more opportunities for pupils to ask incisive questions to deepen their learning.
- Formalise a provision map for prayer and liturgy.

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

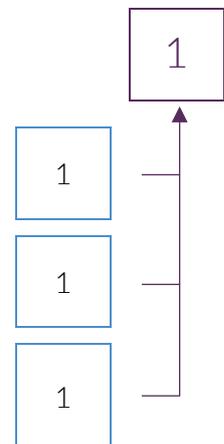
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 understand and embrace the Catholic mission of their school. Their active participation significantly enhances the Catholic life and mission. Pupils know they are valued and cared for as unique persons made in the image and likeness of God. The school is a diverse community and upholds a strong commitment to respecting pupils and families of all faiths and religions. Pupils are given opportunities to celebrate one another's feast days and festivals and speak with ease about the inclusivity of their school. They grow in virtue through living out the St. Cuthbert's school values which are well known and weaved seamlessly into lessons, prayer times and the daily practices of the school community. Pupils are committed to following the teachings and examples of Jesus as expressed in the gospels; one pupil said, 'we listen to scripture and try to do what it says'. They take a leading role in charitable giving, often initiating ideas, such as recognising the personal needs of families and fundraising to support them. This is fully supported by the staff who along with pupils, support the Brick, entrepreneurial Christmas markets and Cafod. Pupils understand their motivation in responding to Catholic social teaching; a pupil explained, 'one of our values is to be charitable and we can do this by following in Jesus' footsteps'.

The mission statement clearly expresses the Church's educational vision. It is well known and regularly reviewed. Along with the school values, it significantly shapes the school's family-oriented community, rooted in Catholic tradition. Staff serve as outstanding role models for pupils, exemplifying the school's Catholic life and mission through their supportive relationships with one another. They deliver exceptional pastoral care, consistently prioritising the well-being of pupils and their families. The dedicated pastoral team know the pupils and families well enough to recognise need, and to respond appropriately and sensitively. Staff contribute to

activities that exemplify the school's values and its commitment to serving the community, always going the extra mile to support those in need. The centrality of Christ at St. Cuthbert's is reflected in the high quality of relationships together with its inclusive culture that values all without exception. The Catholic character of the school is tangibly evident throughout the whole campus. Chaplaincy provision is strong, leading to a range of opportunities for pupils and staff. Relationship, sex, and health education is carefully planned, bespoke to St. Cuthbert's, whilst firmly rooted in the teaching of the Church and so meeting the requirements of the archdiocese.

Leaders and governors clearly express the Church's educational mission and diligently uphold the Catholic values of the school. They have the energy and passion for their roles which they regard as a core responsibility. St. Cuthbert's maintains a strong, collaborative relationship with the local parish. Parents express strong support for the school in their surveys. This positive feedback stems from effective efforts to involve them in school activities and community life. Leaders and governors play a pivotal role, demonstrating exceptional dedication and leadership in advancing and serving those with the greatest needs. Staff recognise and appreciate the support provided for their well-being. Governors demonstrate strong commitment and knowledge of the Catholic ethos and mission of the school. They take an active role in monitoring and evaluating its progress so providing both constructive challenge and support as appropriate. The school has effective self-evaluation and monitoring systems, which celebrate good practice and provide support through coaching and mentoring when needed. Leaders are highly dedicated to making sure new staff members get the support they need to strengthen their involvement in Catholic life.

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

2

Provision

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

1

Leadership

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

1

1



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the Religious Education Directory. Pupils work well to do more and remember more during individual lessons, meaning most progress well. The retrieval practice at the start of each lesson has strengthened pupils' long-term memory, as seen when they showed strong recall of previous learning in most observed classes. They are given the opportunity to unpick scripture in a variety of different ways. As a result, they are building up a rich religious literacy and are confident in referring to scripture they have studied previously. Pupils demonstrate how lessons learnt from scripture can be lived out in their daily lives, linking this to the well-known school values. Most books are well presented, and their responses are recorded in a variety of creative ways. As a result, pupils take pride in their work and express how they enjoy their lessons. School systems such as Golden Glow and Purple Pen are helping pupils to understand what they have done well and what they need to do to improve further. Pupils achieve in line with other core curriculum subjects.

Teachers' subject knowledge is strong and as a result teaching is effective across the school. Staff have high expectations of all pupils and demonstrate a deep commitment to religious education. Teachers plan lessons carefully, adapting their teaching where needed to ensure that all pupils are included. Planning is linked to pupils' current assessment which leads them to learn well. Teaching Assistants support children in this adaptive approach, enabling pupils to have the focused learning reinforced. Skilful questioning was evident within lessons leading to a consolidation of knowledge and understanding, as well as identifying any misconceptions and gaps in learning. Pupils' work and responses are celebrated in all classes, and they feel their contributions are valued. Spiritual and moral development is given high priority and permeates all aspects of school life. Teachers fully understand the impact that religious education has on

the formation of the whole child both spiritually and morally. Teachers plan a wide range of tasks and select resources to inspire learning and enable all pupils, regardless of ability to fully participate in the lessons. The Golden Box created a real sense of Awe and Wonder and captivated pupil's attention and imagination.

Leaders and governors ensure that the school curriculum reflects the Religious Education Directory accurately, while using the programme of study with creativity and imagination. Religious education is valued as a core subject and has parity with other core subjects in terms of resourcing, timetabling and expectations. Leaders and governors also prioritise providing high-quality professional development for all practitioners. The inspiring religious education team has worked tirelessly and with dedication to introduce systems to enhance the teaching and learning across the school. The support that they provide for their colleagues is not only greatly appreciated and valued, but also serves to enhance knowledge, skills and pedagogy. The religious education subject leader also willingly shares her expertise within the local cluster. The well sequenced curriculum is planned and adapted to meet the needs of all groups of pupils. The school aims to enrich the curriculum through a variety of activities designed to engage pupils' interests and encourage them to apply their well-known school values in practice. Well established self-evaluation systems result in good outcomes for pupils.

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



Prayer and liturgy is at the heart of St Cuthbert's School and is central to all aspects of school life. It is evident that gathering to pray is routine and that the daily pattern of prayer is fully embedded. Pupils demonstrate positive engagement during times of prayer, particularly in their classrooms. All pupils, even the youngest, take part in moments of sacred silence for reflection, creating an atmosphere that allows everyone present to pray together. They expressed how they liked to have quiet moments with God, to talk to Him about how they are feeling. When invited, pupils undertake ministerial roles in prayer and liturgy with reverence and respect, evidenced particularly by some of the youngest pupils holding the candle and presenting the Bible. Pupils value the varied opportunities they have to pray and they talk with enthusiasm, as more than one pupil has stated, 'Growing closer to God through prayer'. They talk respectfully and with pride about the obvious links between scripture and their school values, which they feel helps them to grow as better people inspired to live out their faith. Pupils' confident leadership of prayer and liturgy through the Mini-Vinnies is commendable and it is through this collaboration with adults that prayer and liturgy at St Cuthbert's is evolving and enriching the prayer lives of others, particularly through meditation and guided reflections.

Prayer and liturgy is appropriately planned, reflective of the liturgical year and integral to the life of the school. The religious education team has wholeheartedly adopted the updated Prayer and Liturgy Directory, demonstrating creativity by introducing new and innovative times of prayer. The team models strong practice and shares expertise in supporting new colleagues and those less confident in leading times of prayer. These opportunities provide creative experiences of the breadth and richness of the Catholic tradition. Seasonally appropriate scripture is central to prayer and liturgy and is explored in different ways over the course of the week in key stages and classes. The school effectively utilises its available spaces, including outdoor areas, where a

beautiful chapel has been established to provide a dedicated setting for prayer and reflection. The flourishing partnership between home, school and parish is a strong one and valued by all. The commitment of key parishioners maintains a well-established link with the school, especially in supporting the sacramental programmes. The skills of the parish priest helps pupils to understand the Holy Mass and enables them to participate more fully in the liturgy. Parents and governors reported how much they enjoy being invited into school for the Stay and Pray sessions.

The school's policy for prayer and liturgy is fit for purpose and accessible and useful for all staff. Leaders and governors have an experienced understanding of age-appropriate levels and skills of participation and are rightly proud of the increasing ease with which pupils fully engage in the prayer life of the school. Along with the parish priest and governors, the school plans a comprehensive calendar of relevant liturgies and significant moments within the life of the home, school and parish partnership. The school attends the celebration of Holy Mass, both on site and in church. Leaders ensure that services of reconciliation take place during Lent and Advent. Leaders and governors place high importance on all staff attending frequent and relevant training, resulting in increased staff confidence and skill. Leaders and governors are highly effective in facilitating others, empowering them to provide high quality experiences of prayer. Prayer and liturgy is well resourced and a priority within the budget. The established quality assurance process ensures that high priority is given to the evaluation of prayer and liturgy, resulting in supportive collaboration and identifying next steps.

Information about the school

Full name of school	St. Cuthbert's Catholic Primary School
School unique reference number (URN)	131228
School DfE Number (LAESTAB)	3593433
Full postal address of the school	Thorburn Road, Norley Hall Wigan WN5 9LW
School phone number	01942 222721
Headteacher	Mr J Rushton
Chair of Governors	Mrs R Fisher
School Website	www.saintcuthberts.wigan.sch.uk
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	23.05.19
Previous denominational inspection grade	Outstanding

The inspection team

Deborah Albon

Lead

Andrea Towey

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