



Immaculate Cross College

URN: 999999

Catholic Schools Inspectorate report on behalf of the Archbishop of Gondor

22 October 2025 – 23 October 2025

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

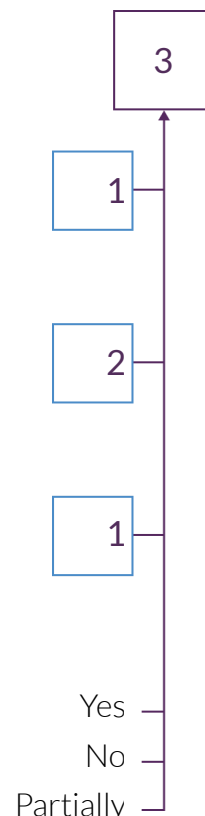
Collective worship (p.7)

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



The school is not using a compliant GCSE specification.

The school has not responded to the previous area for improvement pertaining to curriculum time. At KS3 RE is only taught for 8% of the curriculum time.

What the school does well

Pupils are very proud to attend Immaculate Cross College. They feel valued, exceptionally safe, secure and loved within their school family

The physical environment is highly reflective of its Catholic character. It has beautiful examples of reflective art, scripture quotes, and pupils' creative representations of the mission statement.

Pupils enjoy their religious education lessons, as shown by their deep responses to reflection questions, the quality of their work, and the presentation in their books.

What the school needs to improve

Move all students at KS4 to a GCSE specification that is compliant with the requirements of the bishops' conference.

Increase curriculum time for RE to 10% in all key stages

Develop pupils' capacity to fully evaluate the class prayer and liturgy they have planned so that they can identify how to improve next time.

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

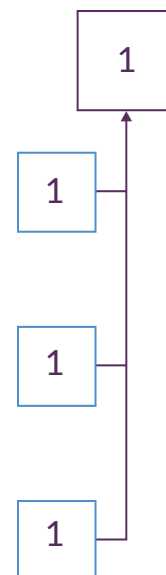
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 fully embrace the distinctive nature of their Catholic school and know that they focus on learning about Jesus. One Year 5 pupil explained that they 'accept everyone regardless of their religion, race, personality or what they look like'. Pupils know that they are welcomed, valued, and loved in school. Their responses during lessons and in classroom-based prayer and liturgy demonstrate they are very happy, secure, and exceptionally safe in their environment. Pupils' moral development is robust. They want to help people experiencing poverty, generously gifting food for the harvest celebration, and they are keen to care for our common home. Pupils have regular discussions with the headteacher regarding charities they wish to support, and pupils in Years 5 and 6 are beginning to articulate the theology underpinning their actions. Pupils are developing their knowledge of Catholic social teaching, particularly care for Creation, the option for the poor, and the dignity of the worker. Pupils have a deep respect for themselves and others, which is evident in their interactions with friends and adults. Furthermore, their behaviour around the school is excellent. Pupils are exceptionally keen to take on leadership roles in the school's chaplaincy provision.

The mission statement is at the heart of St Anne's. Staff and pupils revisit the school's mission at least annually. They explain how this is evident in the actions of the school community, and pupils design artistic representations of it in their books. Staff commitment to the school is exceptionally strong. One staff member explained, 'Christ is at the centre of everything that we plan, do, and strive to achieve. We aim to inspire children to live out the Gospel values, so they leave us enriched.' There is a tangible sense of community, welcome and hospitality for pupils, parents, and visitors. Newly arrived pupils receive uniforms, and each pupil has a bagel for breakfast daily. Parents and parishioners attend many events. Therefore, families from a variety of cultures and faiths feel included. Staff are excellent role models, showing great care and kindness to all pupils. One parent stated, 'I am very certain children have a great start to life and will grow up to be responsible adults in society thanks to all the wonderful staff at the school.' Pastoral care is exceptional, offering support in grief and signposting new parents to family

support in the summer holidays.

Leaders and governors can clearly articulate how Christ is at the centre and heart of St Anne's. They provide tangible examples of the welcome to families newly arrived in the country and hampers at Christmas for local families in need. Leaders enthusiastically engage with the diocese, attending a variety of training opportunities. The links with the parish are excellent. As a regular and welcome visitor, the parish priest supports teachers and celebrates Mass in school. The school's strong commitment to Catholic social teaching is abundantly evident through its pastoral work. The school has achieved Cafod's LiveSimply award and provides various strategies to support families. The work of the family support worker is to be commended in maintaining strong relationships with families. Staff well-being is given an exceptionally high priority, and staff are confident in approaching senior leaders, including the headteacher, who adopts an open-door policy. Governors are highly ambitious for the Catholic life and mission of the school. They monitor to inform school self-evaluation, which in turn leads to improvements. This is demonstrated in their notes of visits and challenging questions in their minutes. Training for all and induction for new staff is prioritised and valued by all.

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

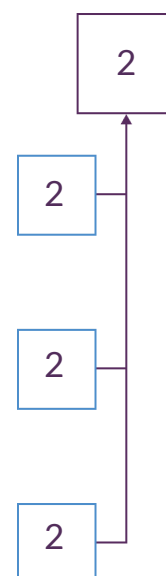
How well pupils achieve and enjoy their learning in religious education

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 learning in the subject. Consequently, they ask good questions and can make connections between tangible and abstract religious concepts. For example, pupils in Year 6 can link their understanding of signs and symbols to religious beliefs. Most pupils make good progress in knowing, remembering, and doing more, as seen in the reflection tasks. In a Year 2 lesson, the pupils were discussing the emotional impact on Mary during the Holy Family's flight to Egypt. One pupil stated, 'Mary went to Egypt for refuge as they would have been safe from danger'. Pupils' behaviour in lessons is good because they enjoy their learning. Therefore, most can work independently and concentrate well during learning tasks. Most pupils can talk about what they have learnt using key religious vocabulary and produce work well. Their work is neatly presented and is beginning to show signs of creativity. The school now needs to embed religious artwork, offer different approaches to scripture, and develop higher thinking skill tasks to provide further challenges for those with higher prior attainment. Attainment over time shows an increase in the percentage of most pupils achieving the expected standards. The school is yet to forensically focus on ensuring that boys, pupils with special educational needs and disabilities (SEND), and disadvantaged pupils align with their peers.

Teachers understand how pupils learn, and some teachers effectively use adaptations to support the lower-attaining pupils. For example, in a Year 4 class, a group of pupils used images and simple Bibles to enable them to access the scripture reading being explored. The school now needs to ensure that the training provided and planned for early career teachers and staff new to Catholic schools further improves their subject knowledge and understanding. Teachers are committed to the value of religious education, which is communicated through their warm and nurturing relationships with pupils and each other. Reflection task questions in the religious education books evidence pupils developing the ability to reflect on how Jesus' teachings impact how they live their lives. Pupils know how well they have done in lessons and explain that when they produce their best work, they can share this with the headteacher. The

pupils value this. Resources provided are of good quality, and additional adults are effectively deployed to support and enhance pupils' learning.

Leaders and governors ensure that provision in religious education meets diocesan requirements, has full parity with other core curriculum subjects, and is resourced efficiently. Leaders at all levels secure and plan regular, high-quality training for all practitioners, including moderating pupils' work in local and diocesan cluster groups. The subject leader has a clear vision for teaching and learning in religious education and is passionate about her role. There is a planned, well-established and effective monitoring and evaluation cycle in religious education. Consequently, established teachers are confident in teaching the subject across the school, and all staff feel very well supported by senior leaders and the religious education subject leader. Leaders plan various enrichment activities that develop the pupils' learning in religious education. In Year 2, pupils were able to enthusiastically talk about the most recent learning around 'World Animal Day' and its link to St Francis. Robust monitoring, evaluation, and review inform leaders' and governors' self-evaluation, leading to good outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

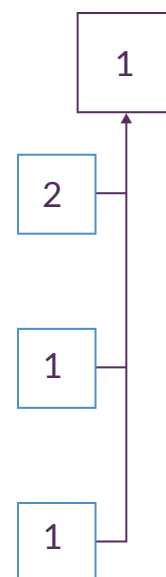
How well pupils participate in and respond to the school's collective worship

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 engage well with all prayer and liturgy opportunities. In Reception, they can reflect in silence and in whole school assemblies. Pupils participate in personal prayer, using Pope Francis' five-finger prayer model, for example. Pupils know there are various ways of praying in the Catholic tradition, including focusing on the Rosary during October. They can reflect on the meaning of scripture in their own lives and know a range of hymns. Pupils work with adults and their peers with increasing independence as they move through the school to plan and lead prayer and liturgy. They consider themes and the choice of scripture. Pupils are yet to fully develop their capacity to evaluate the quality of their liturgies. Pupils can provide examples of how their prayers are influenced by what they learn in school, including prayers for refugees and those suffering from natural disasters. Pupils can discuss the impact of prayer in their lives. For example, one pupil said, 'It helps us to be closer to God', and another said, 'I know in the tough times, Jesus is with me.'

Prayer and liturgy are at the school's heart, with a wide range of significant moments celebrated, such as Our Lady's birthday, World Peace Day, and remembrance. There is a naturally embedded rhythm of prayer throughout the day, with opportunities for pupils' impromptu prayer at the hall prayer station and in the reflective prayer garden. Well-chosen scripture is at the centre of all prayer and liturgy. All staff are highly committed to engaging in these opportunities and encourage younger pupils to focus and participate. Staff are keen to support pupils in their planning prayer and liturgy. They know to use the 'gather, listen, respond, go forth' structure and provide a range of creative strategies for pupils during prayer and liturgy. In Year 2, pupils use artificial candles to place on their prayer focus after they say their own prayer. Pupils in Year 4 pass around a prayer heart to help them focus. Staff have thoughtfully planned to include families in various prayer opportunities, including a Mass for grandparents and sending home a prayer bag during Advent. There is a thriving and flourishing partnership with the parish. Leaders have planned to ensure parents have further opportunities to be part of the school's prayer life, though not enough time has yet passed for this plan to be implemented.

The school's policy on prayer and liturgy is exceptionally supportive for all staff. High expectations, including pupils' abilities to lead liturgy, are explicit in the school's clear strategy to develop pupils' expertise as they progress through the school. Leaders plan a comprehensive timetable with the parish to ensure the Eucharist is celebrated at least weekly for all or parts of the school community. There are opportunities for pupils to receive the Sacrament of Reconciliation during Advent and Lent. Leaders place the highest importance on training new staff to ensure they support pupils in planning and leading prayer and liturgy. Staff fully understand the priority given to prayer and liturgy. Leaders have an excellent knowledge of the broad range of traditions of praying within the Church. This is evident in their development of pupils' knowledge of traditional prayers. Readings per the diocesan Ordo are used in weekly Mass. Resources for prayer and liturgy are prioritised, including the development of prayer art, the prayer garden, and artefacts used in class prayer and liturgy. Governors undertake monitoring visits and have an excellent knowledge of key prayer and liturgy events during the school year. Governors' minutes show that they discuss prayer and liturgy at each meeting and ask challenging questions to strengthen standards further.

Information about the school

Full name of school	Immaculate Cross College
School unique reference number (URN)	999999
School DfE Number (LAESTAB)	101010111111
Full postal address of the school	27 Oak Avenue, District 5,, JK4 1EE
School phone number	(192) 159-8935
Executive Headteacher	
Headteacher or Head of School	
Chair of Governors	
School Website	www.immaculate-cross-college.org.uk
Trusteeship	
Multi-academy trust or company (if applicable)	Saint Peter
Phase	Primary
Type of school	
Admissions policy	
Age-range of pupils	-
Gender of pupils	
Date of last denominational inspection	3 November 2025
Previous denominational inspection grade	Outstanding

The Inspection Team

Darth Vadar	Lead
Nazar Alsamarai	Team
Philip Robinson	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