

St Hugh's Catholic Primary School

URN: 104652

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

21–22 May 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

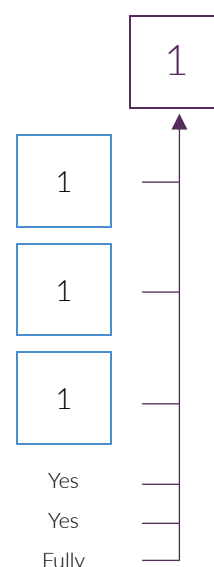
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

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



Compliance Statement

The school is faithful to the curriculum requirements of the Bishops' Conference.

The school has also undertaken any additional requirements of the Archbishop of Liverpool

Areas for improvement identified in the last inspection have been addressed.

What the school does well

- The school excels in fostering an inclusive environment where the uniqueness of every pupil is recognised and celebrated. This commitment to diversity is deeply rooted in and clearly reflects the school's Catholic mission.
- Acts of mercy are a defining feature of the school's Catholic identity, bringing hope to the entire school community through the staff's unwavering commitment to supporting others with compassion and dignity.
- The school provides a safe and stable environment, serving as a consistent sanctuary for pupils and their families, where they feel supported, valued, and secure.
- The personal development of pupils is supported by a carefully planned and bespoke Personal, Social, and Health Education (PSHE) curriculum that thoughtfully addresses both local and national issues, thereby empowering pupils and their families.
- The quality of teaching and learning in religious education effectively bridges gaps in learning and language, ensuring that Gospel values are accessible and meaningfully understood by all pupils.

What the school needs to improve

- Provide prayer spaces within and around the school to foster opportunities for spontaneous and independent reflection, thereby encouraging pupils to deepen their personal relationship with God.
- The self-evaluation document should reflect the significant positive impact the school has on the lives of pupils and their families.

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



St. Hugh's Catholic Primary School is a community where the Catholic mission is clearly understood, celebrated, and lived out by all. Pupils articulate a deep understanding of its meaning which they see not simply as words, but as a guide to how they are called to live. The mission and core Gospel values are well embedded in school life and have a visible impact on pupils' attitudes, relationships, and behaviour. Pupils understand that each person is created in the image and likeness of God. This is evident in the way they interact with one another. They show a mature appreciation of diversity and demonstrate joyful respect for those of different faiths, backgrounds, and cultures. A strong culture of inclusion and mutual respect is evident, with pupils consistently modelling the values of compassion, kindness, and empathy. This is enriched through the work of the Young Interpreters, St. Hugh's Helpers and school council. Their understanding of Catholic social teaching is well developed. Pupils are aware of their responsibility to care for those in need. One pupil expressed, "We help people who are sad and chat to them to make them happy."

Staff show an exceptional commitment to serving their unique and diverse community. Their actions reflect a deep-rooted understanding of the Church's mission, with Christ clearly at the centre of all that they do. Staff actively and authentically live out the school's mission, showing genuine compassion and dedication in supporting both pupils and their families. A strong culture of care and service is evident, with staff placing the dignity and well-being of every individual at the heart of their work. This is evidenced through the Nurturing Programme offered to families and the regular well-being coffee mornings offered to support families. One staff member remarked, "We don't just welcome a child; we welcome a family," reflecting the school's holistic and inclusive approach. Staff have an excellent knowledge of the families they serve and are proactive in identifying and responding to need. Their acts of mercy and commitment to early

help interventions have a tangible and lasting impact on the lives of pupils and their wider families. As a result, the school is viewed as a beacon of support and stability within the local community. The provision for relationships, sex and health education is thoroughly planned and is reflective of archdiocesan policy.

Senior leaders have established trust within the community over time, resulting in sustained positive impact on pupils and their families. Their commitment to the school's mission is clearly reflected by an inclusive and nurturing ethos. The school has achieved the Inclusion Quality Mark. Leaders make excellent use of partnerships within the federation and beyond to support vulnerable families. Through the federation, families are effectively helped to overcome barriers that affect their access to essential services and resources. These efforts directly contribute to improved outcomes for pupils, particularly in relation to their education, health, and overall well-being. The school's distinctive Catholic ethos is tangible and fully embedded. Pupils express a strong sense of safety and belonging within the school, which directly reflects the leaders' commitment to the dignity of every individual. Governors are active, informed, and fully engaged in the life of the school. They understand and embrace their role as guardians of the faith and speak with passion about their commitment to the school's work. As one governor affirmed, "We do what we do for the health and well-being of the child." This exemplifies the shared vision of servant leadership that underpins the school's approach to Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

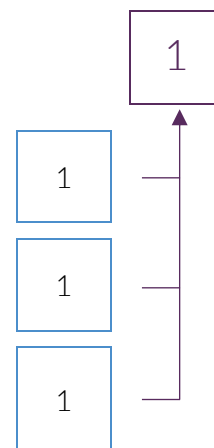
How well pupils achieve and enjoy their learning in religious education

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



The progress pupils make in religious education is a result of high-quality teaching and the commitment of skilled staff. Lessons are thoughtfully planned to engage, motivate, and inspire all pupils. As a result, they demonstrate a genuine enjoyment of the subject. Creative and inclusive teaching strategies effectively support pupil understanding, especially for those with language barriers. Pupils benefit from the use of drama, role play, art, music, and structured discussion which helps them understand their lessons. Scripture is central to learning and is explored meaningfully through discussion and reflection. Pupils are given time to consider the relevance of the scripture in their own lives, enhancing both their religious literacy and spiritual development. Pupils take pride in their religious education work, which is consistently of a high standard. Written work is beautifully presented, and creative work is celebrated through digital floor books, which serve as a rich record of pupil engagement, understanding, and enjoyment. Pupils are religiously articulate and speak confidently and knowledgeably about their learning. Pupils were eager to share their understanding of the Eucharist and the Holy Spirit. Behaviour in lessons is exemplary, and there is a palpable sense of awe and wonder during religious education sessions.

Provision for religious education is strong, with activities that are carefully designed to motivate pupils. Planned tasks are closely aligned with the learning objectives, ensuring they remain focused and make progress. The recent introduction of the Star Questions assessment tool is having a positive impact on pupil progress. It is effectively supporting pupils in knowing more and remembering more, in line with the expectations of the Religious Education Directory. Staff place a clear emphasis on the development of religious vocabulary. The use of dual coding strategies supports pupils in learning and applying new vocabulary accurately and in meaningful contexts. Lessons are delivered with a strong sense of pace and purpose, contributing to high

levels of pupil engagement. Teaching assistants are highly effective and play a central role in the teaching and learning process. They are well deployed and provide targeted support that enables all pupils to fully access the curriculum. Marking and feedback are clear, consistent, and supportive. Pupils understand how to improve their work and feel confident in seeking help when needed. They are supported in becoming independent in their learning. Working walls in each classroom further promote this independence by displaying key vocabulary and visual prompts that reinforce current learning.

The subject leader for religious education demonstrates a clear passion and deep commitment to the role, which is effectively shared with and embraced by all staff. Monitoring and evaluation of religious education is rigorous and purposeful, and outcomes from this process directly inform the school's ongoing programme of professional development. Continued professional development is given a high priority, ensuring a consistent approach to curriculum delivery and assessment across all key stages. New staff are well supported through a comprehensive induction programme, which includes both archdiocesan and high-quality in-house training. This ensures that all teachers, regardless of experience, are confident and well-equipped to deliver the religious education curriculum effectively. Governors are well informed about standards in religious education and understand both the strengths of the subject and the challenges staff navigate to deliver the faith in a way that is meaningful, inclusive, and accessible to all pupils. The subject leader has a clear and ambitious vision for the continued development of the subject and is fully supported by staff. Further support and professional development are strengthened through effective networking and collaboration with other local schools, enabling the sharing of best practice to the consistently high quality of teaching and learning observed across the 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

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 benefit greatly from a carefully planned and well-established calendar of events and celebrations that follow the liturgical year. These opportunities enable pupils to plan, lead, and take active roles in the delivery of prayer and liturgy. A daily pattern of prayer is evident with morning, lunchtime, and end-of-day prayers displayed and observed in each classroom. Pupils participate in prayer and liturgy with reverence, respect, and genuine engagement. They listen attentively to scripture and benefit from periods of reflective silence, which they value highly. One pupil commented, "The quiet time makes me feel calm," illustrating the personal impact of these moments of contemplation. Singing is a joyful and uplifting experience. Pupils sing a wide range of traditional and contemporary hymns with enthusiasm. During the inspection, they were eager to share their love of hymn singing, further showcasing their enthusiasm. Prayer and liturgy is experienced in a variety of contexts, including classroom prayer, whole-school liturgies, and celebrations at the parish church. As part of their Lenten journey, pupils take part in a re-enactment of the washing of the feet and confidently link this significant act to scripture. During prayer and liturgy, pupils are respectful and attentive, demonstrating a mature and reverent attitude.

The school provides high-quality opportunities for prayer and liturgy through a well-structured and thoughtfully designed long-term plan. This strategic approach ensures that pupils engage in meaningful and spiritually enriching experiences that are firmly rooted in the Catholic faith. Themes for prayer and liturgy are carefully selected and clearly linked to Gospel values that help pupils to make connections between scripture and their own lives. The consistent focus on these

values supports pupils' spiritual development and guides their moral decision-making. Resources used in prayer and liturgy are age-appropriate, relevant, and sensitively chosen to enhance understanding and accessibility, particularly for pupils for whom English is an additional language. This ensures that all pupils can fully engage in the worship experience. The language used by staff during prayer and liturgy is inclusive and invitational, fostering a sense of unity and shared purpose among pupils. Scripture is central to the liturgical experience. It is carefully chosen to reflect the themes of worship, and is clearly explained, helping pupils to understand and apply its message in a meaningful way. Teaching assistants fully immerse themselves in prayer and liturgy and are invaluable in assisting the pupils in making it accessible to all.

Prayer and liturgy is at the heart of daily life at the school, reflecting the central role of Catholic worship in its mission and ethos. Leaders demonstrate a strong commitment to ensuring that liturgical celebrations are meaningful and inclusive. The school calendar and daily timetable are carefully planned to incorporate significant events in the liturgical year, including the celebration of the feast of St. Hugh. Staff are well-supported in their delivery of high-quality prayer and liturgy through ongoing professional development. All members of staff participate in acts of prayer, liturgy and worship that create opportunities to model good practice and foster a shared culture of prayer across the school. Leadership in music significantly enhances the liturgical experience. Pupils benefit from opportunities to sing with the Cathedral tutor, which raises the profile and quality of sacred music within the school. The musical expertise of staff, including those who sing and play instruments such as the piano, brings vibrancy to the worship experience. The governing body recognises the powerful role that prayer and liturgy plays in nurturing a strong sense of community. Governors report that worship is a unifying feature of school life and contributes significantly to the school's distinctive Catholic identity.

Information about the school

Full name of school	St Hugh's Catholic Primary School
School unique reference number (URN)	104652
School DfE Number (LAESTAB)	3413558
Full postal address of the school	St Hugh's Catholic Primary School, Earle Road, Liverpool, L7 6HE
School phone number	01517332899
Headteacher	Andrea Connearn
Chair of Governors/Trustees	Angela Glanville
School Website	www.sthughsprimary.co.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	6 th November 2018
Previous denominational inspection grade	Outstanding

The inspection team

Lyn Rawlinson
Kathryn Monaghan

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