



# Holy Redeemer Catholic Primary School

URN: 116908

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

08–09 October 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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 general norms for religious education laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

## Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

## What the school does well

- The school demonstrates strong practice in Catholic social teaching, effectively linking scripture to faith in action. Subsequently, pupils clearly and confidently articulate real-life examples of this in practice.
- A strong partnership has developed with the parish, resulting in mutual support and benefit for both communities.
- Pupils display high levels of reverence and active engagement and participation in worship. They confidently assume leadership roles in preparing worship, contributing significantly to the school's vibrant and spiritually rich Catholic life.
- Catholic virtues are clearly embedded across the curriculum, with pupils actively encouraged to live them out in daily school life. The half-termly virtues are consistently promoted, and pupils are formally recognised and celebrated for exemplifying them in their actions and attitudes.
- Leadership of religious education is a notable strength of the school. The subject leader provides clear guidance, models high-quality practice, and actively supports both staff within the school and colleagues across the local area.

## What the school needs to improve

- Develop the teaching of other faiths so that pupils gain a deep understanding of religious diversity, promoting tolerance, mutual respect, and recognition of the God-given dignity of all people.
- Ensure that monitoring systematically informs improvement planning.
- Consistently and appropriately challenge pupils with higher prior attainment in religious education.

## 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**

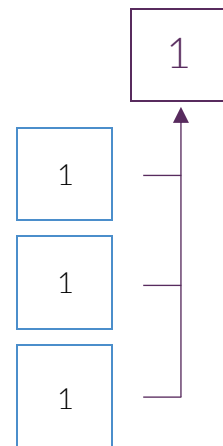
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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 have a clear and immediate understanding of the Catholic nature and mission of the school. They confidently recite the mission and can discuss its impact on their lives and the wider world, giving examples of how they put faith into action, such as litter picking, protecting rivers and oceans, contributing to the food bank, sowing seeds, and supporting the Seal Project. The mission is strongly linked to Catholic social teaching, which pupils can discuss in depth, demonstrating an understanding of the importance of caring for our common home, pursuing the common good, and serving those in need. They typically say, 'If everyone helps a little, it will bring a small change.' Pupils are happy, confident, and feel secure in school, they describe a school in which teachers show care and love to all. Pupils make clear connections between scripture and Catholic social teaching principles, applying these to real-life actions. Pupils take leading roles in responding to local and national needs, raising funds for Cafod, Father Hudson's Caritas, and a local homeless shelter. Behaviour across the school is exemplary because pupils consistently support one another in learning and in daily school life. Pupils demonstrate an emerging understanding of other faiths, which is deepening their appreciation of tolerance, respect, and the belief that all people are made in God's image and likeness.

The school's mission, 'Through the Holy Redeemer we seek to grow in faith and love and become great people who make a difference in our world,' inspires and challenges all members of the school community: staff, governors, and pupils. Staff are fully committed to the mission and actively participate in out-of-school community events, promoting the school's service and engagement with the wider community. Holy Redeemer is a welcoming and supportive school, consistently demonstrating generous hospitality. Staff are exemplary role models, living out the mission in their daily practice and catering for the individual needs of all pupils. Staff ensure they

know pupils individually, fostering a strong sense of belonging and family within the school. Provision for relationships, sex and health education (RSHE) is carefully planned and pupils are able to confidently articulate what they have learned, reflecting the school's commitment to nurturing well-rounded, morally grounded individuals, aligned with His Grace's vision for provision in this area.

Leaders and governors firmly uphold the Church's mission, ensuring that Christ is at the heart of the school. All leaders embrace their responsibility to develop and promote the mission, actively supporting the archbishop's vision for the diocese. This includes offering professional training for schools in Worcester on prayer and liturgy, as well as the headteacher supporting another school at the request of the diocese. The partnership between parish and school is strong and mutually beneficial. Parents are supportive, regularly attending assemblies, Masses, and acts of worship both in school and church. Familial evangelisation is central to the school's work, with some parents converting to the Catholic faith and actively participating in their child's faith journey. Catholic pastoral care is highly prioritised, ensuring the wellbeing of both staff and families. Catholic social teaching is embedded throughout the full curriculum with clear links to scripture, which encourage pupils to put faith into action. Leaders and governors are actively involved in evaluating the school's provision of Catholic life and mission, though outcomes from their monitoring are not yet consistently used to inform improvement planning. The school's self-evaluation identifies strengths and areas for development, though its analysis of the impact of actions taken is still developing. Staff training is well planned and effective, with all staff supported to further improve their practice; this remains a significant strength of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

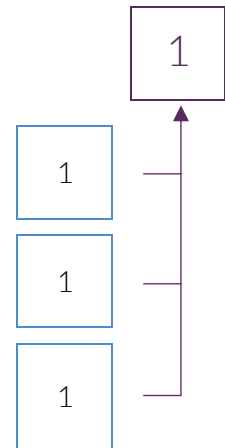
How well pupils achieve and enjoy their learning in religious education

**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



Pupils make excellent progress in religious education. They are highly engaged and motivated, demonstrated in the way they speak about their learning and the high standard of work in their books. Pupils know more, remember more, and do more by consistently building on their prior knowledge and the skills they have learnt. Pupils with special educational needs and disabilities (SEND) achieve well and are effectively supported through appropriate teaching techniques, including the use of Makaton, across classrooms to ensure full access to the curriculum. As a result, all pupils are becoming highly confident and religiously literate. Pupils regularly reflect on their learning and respond thoughtfully to deeper-level questions. They display intellectual curiosity and ask incisive questions that deepen their theological and spiritual understanding. Skilled questioning by teachers enables pupils to make strong links between Catholic social teaching, scripture and faith in action. Books show a high standard of work that is well-presented, creative, and reflective. Pupils talk confidently about their work and understand how to improve it because of the feedback they are given. Pupils enjoy religious education which is reflected in their positive attitudes, what they say about their lessons, and exemplary behaviour in religious education lessons. Higher-attaining pupils are not always provided with opportunities to engage in open-ended tasks that extend their knowledge and skills even further.

Experienced teachers demonstrate strong knowledge of how to teach religious education effectively, which is shared with colleagues; this contributes to consistent practice throughout Holy Redeemer. Skilled questioning is used throughout lessons to deepen understanding and close gaps in learning. Teachers model high expectations and inspire pupils to make sustained progress. Pupils' achievements are celebrated widely through a range of rewards, including merits, goldfinch awards, stickers, and faith in action awards, further contributing to their passion for the subject and motivation to achieve well. Pupils value their teachers' feedback and

respond positively to it, positively impacting their progress. Lessons incorporate a variety of recording styles to engage all learners and promote creativity, also leading to high levels of enjoyment. Teachers provide regular opportunities for talk and reflection, with younger pupils encouraged to engage with scripture through resources such as 'Bible Bears', ensuring the subject contributes profoundly to pupils' spiritual and moral development.

The leader for religious education is inspirational and plays a pivotal role in developing staff expertise, which is raising standards for all pupils. She actively promotes creativity in teaching, encouraging colleagues to use a range of engaging resources, including religious art, and serves as an outstanding role model of service to the Church. Leaders ensure lessons are thoughtfully planned and well matched to most pupils' needs. Leaders and governors are fully committed to high-quality staff training, and staff confidently apply their learning to classroom practice. Enrichment opportunities are excellent and include experiences such as 'The Big Bang and RE' at the Abbey, Ecological initiatives, whereby pupils learn about saving the environment, sowing seeds, and creating wildlife areas; this inspired a pupil to replicate this work in their garden at home. Self-evaluation is established though it is not yet consistently forensic and self-challenging in driving sharply focussed strategic action and improvement planning.

## 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 experience a rich and well-planned programme of worship that engages them through a variety of prayer styles, including silence, meditation, reflection and personal prayer. Communal singing is a notable strength of the school, enhancing Holy Redeemer's prayerful atmosphere and deepening pupils' spiritual experience. Pupils demonstrate ownership of prayer by selecting seasonally appropriate Gospel readings and other scripture to guide reflection on chosen themes. There is a clear progression of skills in prayer preparation across the school, with pupils eager to take responsibility for planning celebrations of the word, selecting liturgical music, and choosing appropriate prayer forms. They have a secure understanding of the Church's liturgical year and recognise associated prayers for these times of year; for example, praying the Rosary in October and the Eternal Rest prayer in November. Pupils regularly reflect on and evaluate prayer and liturgy, offering thoughtful suggestions for improvement. They plan and deliver well-structured celebrations of the word and articulate how prayer influences their personal lives and contributes to the wider mission of the school.

Prayer and liturgy are central to the life of the school, with well-established routines and structures firmly embedded in daily practice. Scripture is used effectively to reflect liturgical seasons and thematic focus, with teachers guiding pupils to identify how God's word supports personal and collective spiritual reflection. Staff are strong role models, supporting pupil's engagement in worship from Reception onwards through their clear modelling of gestures and responses in communal gatherings, such as celebrations of the word. Liturgy is further enriched by staff's skilled use of high-quality music and the thoughtful use of religious art, which enhance pupils' reverence, engagement, and participation. Pupils know a range of traditional prayers. The school has worked hard to foster a flourishing partnership with parents and the parish, resulting in increased pupil participation and a shared commitment to prayer within the wider community.

Leaders and governors are inspirational in prioritising the professional development of all staff. Prayer and liturgy have been carefully developed, with a clear progression of participation skills that are becoming embedded across the school. As pupils move through the school, they take increasingly active roles in preparing worship, demonstrating a deeper understanding of a range of prayer forms. Leaders ensure that all pupils have regular opportunities to celebrate key events in the liturgical year. Governors are passionate about prayer and liturgy and regularly attend assemblies and celebrations of the word, this means they have first-hand experience of the school's provision and outcomes in this area and are well-informed to support and challenge senior leaders in their evaluation of it. The religious education subject leader is also inspirational to staff in her leadership of prayer and liturgy. She skilfully provides training which equips staff to deliver a variety of worship experiences. Subsequently, staff consistently and competently provide high-quality opportunities for prayer and liturgy to their pupils. Pupils' views are regularly sought and considered, supporting ongoing evaluation and improvement of prayer and liturgical experiences.

## Information about the school

Full name of school	Holy Redeemer Catholic Primary School
School unique reference number (URN)	116908
School DfE Number (LAESTAB)	885 3368
Full postal address of the school	Priest Lane, Pershore, Worcestershire, WR10 1EB
School phone number	01386 552518
Executive headteacher	N/A
Headteacher	Christina Hall
Chair of governing board	James Turner
School Website	<a href="http://holyredeemerschoolpershore.org">holyredeemerschoolpershore.org</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	2 to 11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	2

## The inspection team

Veronica Gosling  
Janet Mellor

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