



St Hugh Of Lincoln RC Primary School

URN: 106353

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

17 June 2026 – 18 June 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

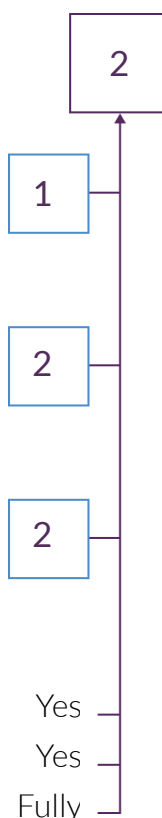
Collective worship (p.7)

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



Yes

Yes

Fully

What the school does well

- The headteacher, supported by the Religious Education Leader and governing board, ensures that Catholic life and mission are given a high priority, resulting in a community rooted in faith and mission.
- The pastoral care of staff, pupils and families is prioritised. Staff are particularly committed to supporting pupils and their families during times of need.
- Pupils, including those with special educational needs and/or disabilities (SEND), make good progress in religious education because learning is carefully adapted to meet their needs and adults provide effective support.
- Pupils' attitudes to learning and behaviour, together with their enthusiastic engagement in leadership roles, are strengths of the school.
- Strong relationships with parents and the parish ensure that all members of the school community experience a strong sense of welcome.

What the school needs to improve

- Ensure that all pupils understand how well they are achieving in religious education and know the specific steps needed to improve and make sustained progress.
- Develop opportunities for pupils to respond creatively, imaginatively and spiritually during 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

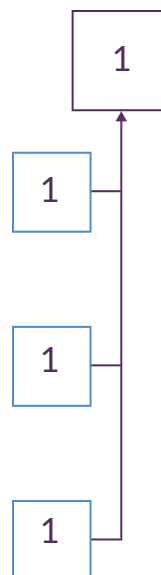
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



All members of St Hugh of Lincoln understand and embrace the distinctive Catholic identity and mission of the school. Children are at the heart of the school's Catholic life, reflected in the quality of relationships between staff and pupils. The school's values demonstrate its unwavering commitment to treating every person with dignity, and pupils articulate this with confidence. The welcoming and inclusive ethos ensures that every child feels they belong and are valued members of the community. Pupils told inspectors that they feel cared for, happy and safe and know that there is always an adult they can turn to if needed. Diversity is celebrated through initiatives such as Odd Sock Day and Multi-cultural Week, which promote inclusion and are reflected in the entrance mural proclaiming, 'All Are Welcome.' Pupils are excellent ambassadors for the school's mission, demonstrating a strong sense of belonging to their school community. They enthusiastically undertake leadership roles, including Prayer Leaders, Caritas Ambassadors, members of the Laudato Si' Team and School Councillors. They speak proudly about their work supporting local foodbanks, Coffee4Craig and Caritas. Pupils demonstrate a strong understanding of Catholic social teaching and are proud of the positive difference they make to the lives of others. Further opportunities to deepen their understanding of the theology underpinning their actions will enrich their ability to articulate the faith that inspires their service.

There is a lived sense of community at St Hugh of Lincoln, reflected in the quality of relationships throughout the school. These relationships are a significant strength and bear authentic witness to the school's Catholic mission. All are welcomed into this joyful school community, including the most vulnerable, who receive highly effective support. Staff are

exemplary role models, treating every pupil with love, dignity and respect whilst demonstrating an unwavering commitment to meeting the needs of those who are most vulnerable. The learning environment clearly reflects the school's Catholic identity and mission through carefully developed displays and prayerful spaces. Parents value the school's Catholic provision highly. They describe the school as safe, inclusive and welcoming, where the development of the whole child is central. One parent commented, 'Our SEND child has been wonderfully supported by the school throughout their journey with Jesus. The care, encouragement and understanding shown by staff have helped them grow in both faith and confidence.' Relationships, Sex and Health Education is delivered from Reception to Year 6 through the *Life to the Full* programme. It is firmly rooted in the teachings of the Church, meets all statutory requirements and supports pupils in developing a Catholic understanding of relationships, dignity and vocation.

Leaders and governors ensure that Christ and His teachings are at the centre of all that they do and are deeply committed to nurturing the faith life of the school community. They actively embrace and promote the Bishop's vision for Catholic schools. The headteacher, together with the senior leadership team, has placed Catholic life and mission at the forefront of the school's work. Leaders place the highest priority on ensuring that all members of the school community are treated with dignity and respect, particularly during times of difficulty. The parish priest provides valued support and plays an important role in the life of the school. Leaders and governors have established strong partnerships with the parish, recognising the importance of working collaboratively to nurture pupils' faith. They acknowledge parents as the first educators of their children and work closely with them to support them in this responsibility. Leaders ensure that pupils and families receive highly effective support, with resources carefully targeted towards those in greatest need. Through their decision-making, leaders and governors consistently demonstrate their commitment to the common good and to serving those who are most vulnerable.

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

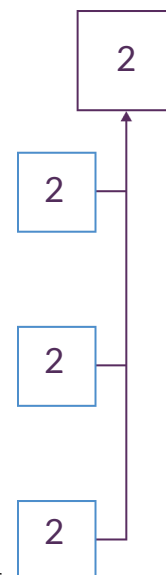
How well pupils achieve and enjoy their learning in religious education

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



Children are developing secure knowledge, understanding and skills that reflect the requirements of the Religious Education Directory. Pupils enjoy Religious Education lessons and engage with learning with high levels of concentration and independence. They confidently recall and articulate prior learning because teachers routinely revisit previous knowledge during lessons. Consequently, most pupils make good progress in knowing more and remembering more. Pupils, including those with special educational needs and/or disabilities (SEND), are well supported through effective adult guidance and carefully planned adaptations to learning. Most pupils speak confidently, are religiously literate and demonstrate an ability to reflect spiritually. They are proud of their work and talk confidently about their learning. Whilst pupils value their achievements, they are not always able to articulate the specific steps needed to improve further. As a result of consistently high expectations, work is well presented across the school. The quality and quantity of work produced are comparable to that seen in other core subjects, and pupils achieve at least in line with these subjects.

Teachers have good subject knowledge and are clearly committed to the value of Religious Education. Effective questioning encourages pupils to think more deeply and justify their responses. The school's focus on developing oracy is strengthening pupils' confidence in discussing and exploring religious ideas. Lessons observed during the inspection included a wide range of activities that built effectively on previous learning. Pupils worked independently, in pairs and collaboratively within groups. Teachers use their knowledge of

pupils well, adapting learning so that all pupils are appropriately supported and challenged. Teaching assistants are a significant strength, providing effective support with kindness and genuine care. Teachers' feedback is purposeful and helps pupils to move their learning forward. High expectations are consistently communicated and reflect the school's vision and mission, encouraging pupils to grow spiritually and morally.

Leaders and governors are committed to securing continuous improvement in religious education. They ensure that the curriculum fully reflects the requirements of the *Religious Education Directory* and that all classes cover the required content. The curriculum has been carefully planned to meet the needs of mixed-age classes. Leaders have invested in professional development to ensure that staff are well prepared to deliver *Life to the Full* effectively. Religious education is given the same status as other core subjects and is appropriately resourced. The Religious Education Leader, supported by the headteacher, has a clear vision and ambition for the subject and has successfully driven improvements since the previous inspection. Monitoring demonstrates positive developments in provision, and the religious education leader regularly engages in professional development before sharing good practice with colleagues. Staff value the support and guidance they receive. Governors receive regular reports on the quality of religious education, enabling them to monitor the school's priorities effectively. The self-evaluation has been developed collaboratively by leaders, governors and staff. It accurately identifies the school's strengths and priorities for further development.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

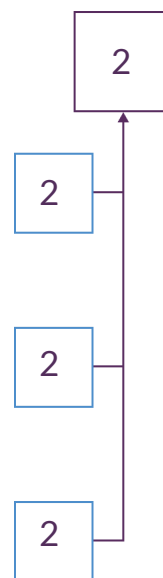
How well pupils participate in and respond to the school's collective worship

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 respond positively to the experiences of prayer and liturgy provided by the school. Class Celebration of the Word is an established part of the weekly timetable, and pupils participate with reverence and respect in all acts of prayer. They have regular opportunities to plan and lead Celebration of the Word and are encouraged to reflect on and evaluate these experiences. Prayer and liturgy are appropriate to the age and stage of pupils, who experience a variety of forms of prayer, including scripture, singing, meditation and quiet reflection. Prayer Leaders make a valuable contribution to the prayer life of the school and speak confidently about the celebrations they have helped to prepare throughout the liturgical year, including the Stations of the Cross and the Rosary.

Prayer and liturgy are central to the life of the school, and praying together is part of the daily experience of pupils and staff. Every classroom includes a focal point that reflects the liturgical season and current Religious Education learning. Prayerful spaces throughout the school encourage spontaneous prayer and reflection. Leaders have developed a consistent approach to prayer and liturgy so that all pupils participate fully in the daily pattern of prayer. Scripture is central to celebrations, and music is used effectively to enhance opportunities for reflection and response. A wide range of resources supports the quality of provision. Staff and leaders model respectful participation and provide positive examples for pupils. Families are actively encouraged to participate in the prayer life of the school and value these opportunities. Strong links with the parish enable pupils to participate regularly in the wider worshipping community. Prayer and liturgy would be strengthened further by providing pupils with wider opportunities to contribute creatively, imaginatively and spontaneously.

Since the previous inspection, leaders have ensured that Celebration of the Word is carefully planned, appropriately resourced and given a clear place within the life of the school. The *Gather, Listen, Respond, Go Forth* structure is used consistently, providing a secure framework for prayer and liturgy across all year groups. As this practice is now securely established, older pupils would benefit from greater opportunities to exercise creativity and leadership when planning and leading prayer. Leaders and governors provide regular opportunities for staff formation through diocesan training and other professional development. They ensure that the liturgical year is celebrated appropriately through prayer and liturgy, including Holy Days of Obligation and other significant feasts. The school works closely with the parish, benefiting from a collaborative relationship that enriches pupils' spiritual development. Leaders and governors are committed to developing prayer and liturgy, ensuring that it is carefully planned, appropriately resourced and regularly evaluated. Self-evaluation accurately identifies the school's strengths and priorities for further development and informs ongoing improvements to provision.

Information about the school

Full name of school	St Hugh Of Lincoln RC Primary School
School unique reference number (URN)	106353
School DfE Number (LAESTAB)	3583319
Full postal address of the school	Glastonbury Road, Stretford, Manchester, M32 9PD
School phone number	01619 122906
Headteacher or Head of School	Mrs Maureen Atherton
Chair of Governors	Fr Ged Murphy
School Website	www.st-hughlincoln.trafford.gov.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	25 May 2023
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Nicole Hadfield

Lead

Marie Kwiatkowski

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