

# St Hugh's Catholic Primary School

URN: 139627

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

08–09 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

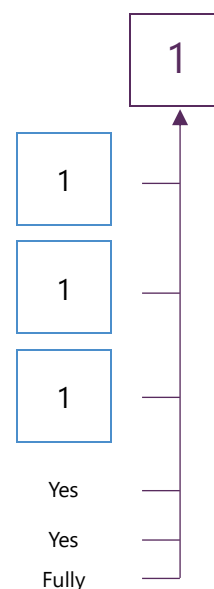
#### Collective worship (p.7)

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

The school is fully compliant with the 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



## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the requirements of the diocesan bishop.
- The school has fully responded to the areas of development set out in the previous inspection report.

## What the school does well

- Leaders, including governors, are passionate in their vision for Catholic life and mission at St Hugh's, driving improvements and providing the highest quality of pastoral care for pupils and families.
- The vibrant physical environment of the school celebrates and promotes the Catholic faith and provides pupils with a range of focal areas to enhance their own sense of Catholic life and mission.
- Pupils' articulation of their knowledge of key concepts and learning in religious education is exemplary and demonstrates a high level of religious literacy.
- Moments for reflection are provided consistently to help pupils build a deep sense of spirituality, linking their religious education knowledge to their own faith.
- Pupils' participation in prayer and liturgy is exceptional. They eagerly plan and lead celebrations of the word and sing with great enthusiasm.

## What the school needs to improve

- Involve pupils directly in marking and feedback systems so that they have ownership and understanding of their learning in religious education.
- Ensure that staff training includes a focus on how to adapt and scaffold learning in religious education so that all groups of pupils can work independently, appropriate to their age and development.
- Feed the information gleaned from monitoring activities directly into school action plans in relation to 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

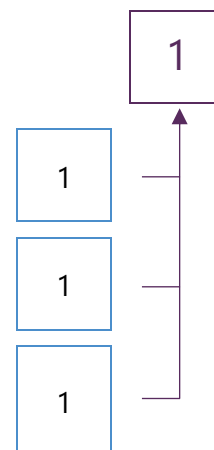
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 live and embrace the mission of St Hugh's, 'Live, love and learn through the light of Christ'. Pupils are exceptionally proud of their school, treat others equally and demonstrate God's love in all that they do. Pupils are pro-active and empowered leaders who undertake changes to make the school a better place. Their roles include membership of the chaplaincy team, eco leaders, 'Mini Vinnies' and the well-being group, all of which enhance the school's mission. Pupils are actively engaged in supporting those in need locally, for example by setting up a school food bank, supporting 'Let them eat cake' and raising money for Lincoln hospital. Globally, pupils support Cafod and 'Glitter Chickens' initiatives, linked to the Jubilee Year, amongst other worthy causes. The eco team discuss caring for our common home by developing planting areas, organising litter picks and hosting 'no waste Wednesdays'. They link this to their knowledge of Catholic social teaching: 'We take care of the world which is God's gift to us. It is a privilege, not a right'. Excellent relationships are central to life at St Hugh's. The school is Christ-centred, as referenced by all stakeholders.

Pupils eagerly live out the Catholic life and mission because staff are inspiring role models, enthusiastically supporting the school to achieve a real sense of community, seen through events such as the VE Day celebration picnic and a Mothers' Day celebration of the word. All staff continually strive to ensure fairness and mutual respect as a lived part of the school's vision. The school promotes themes including the common good, stewardship and option for the poor. This is central to Catholic social teaching and many families turn to school in times of need. The school environment is enriched by engaging prayer corners and displays in communal areas and classrooms. A range of festivals are celebrated and St Hugh's is a place where those of other faiths feel welcomed, supported and valued. Pastoral care and wellbeing

are a prominent feature of the school's provision, both for pupils and staff. The provision for relationships, sex and health education is carefully planned using Ten: Ten's 'Live life to the full' scheme, which is firmly rooted in the teachings of the Church. The strong links with both parishes enable regular celebrations of the word to be led by pupils and also supported by the parish priest.

Leaders and governors are ambitious for the Catholic life and mission of the school, and show determination to provide rich experiences that are of the highest quality to enhance the faith and formation of pupils. Leaders are outward-looking, and eagerly implement initiatives which add value to the Catholic life of the school. The implementation of the bishop's vision for the diocese, such as those during the Year of Prayer and the Jubilee Year, are integral to the school's mission and link closely to the embedded Catholic social teaching values. Opportunities to work with the two local parishes are fully embraced and strengthen a wide variety of events planned in the school and parish community. Governors and staff show full support through their own parish connections. Leaders have clear systems to engage families, and parents comment on the effective strategies used through 'class dojo' to communicate news. Leaders are nurturing, going 'above and beyond' for the pastoral care of pupils and families, in and out of school. As a result, relationships are strong, with families seeking out support. Systems for self-evaluation are rigorous and governors are well informed in order to build an accurate picture of the school, including strengths and areas for development.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

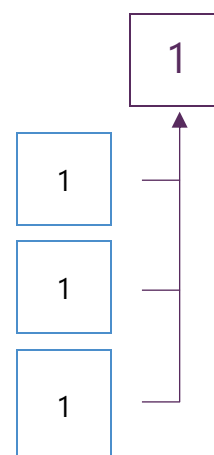
How well pupils achieve and enjoy their learning in religious education

#### 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 demonstrate excellent levels of religious literacy and use religious vocabulary confidently. From the Early Years Foundation Stage, pupils show impressive understanding of key concepts and discuss their understanding eagerly. From Key Stage 1 onwards, pupils draw on religious knowledge from bible stories, linking this with prior knowledge and the teachings of Jesus. They use this knowledge to empathise with real life events, as demonstrated in Year 4 where pupils connect their knowledge of the gifts of the Holy Spirit with various scenarios, combining their knowledge of Catholic social teaching and the ten commandments. In the strongest lessons, pupils are actively engaged, listen well and offer thoughtful responses. There are robust systems in place to ensure pupils know and remember more; flashbacks are expertly planned and build knowledge over time. Books demonstrate pride and high expectations, with work presented at the highest level. In some year groups, there is an overuse of worksheets which can limit pupil outcomes, and pupils are not always involved in marking and feedback systems deeply enough to help them further develop knowledge of how to improve. Nevertheless, pupils show passion in their religious education learning; they are interested and want to find out more. Pupils' attainment in religious education is high.

Teachers demonstrate high levels of subject knowledge and prioritise the teaching of religious education. Lessons are planned in great detail and sequenced in line with the 'Come and See' curriculum. There is a clear, consistent pedagogical approach to lessons which is followed in every class: lessons start with reflection and prayers, followed by 'flashbacks' which revisit prior knowledge in creative ways. Opportunities for moments of wonder are carefully considered and meaningful. These are valued by pupils and enable them to think deeply, impacting on their spiritual and moral development. Clear learning outcomes and success criteria are shared to ensure that end-points are well understood by teachers and pupils. Stimulating artwork is used

effectively in all classes, to inspire pupils and foster wider discussion. The strongest teaching makes good use of pace, and guides pupils through a sequence of activities which build and develop exceptional religious knowledge. Questioning is not always used consistently to effectively improve and check understanding and, in some lessons, adaptations do not always meet the needs of all learners to enable them to work independently. However, teachers use positive praise to celebrate pupils' achievement, which is well received.

Leaders and governors provide high levels of support for all staff, strengthened further by the expertise of the headteacher. The religious education leader has an inspiring vision for teaching across the school. Because of this capacity, leaders support other schools within the Our Lady of Lourdes Catholic Multi-Academy Trust. Leaders have worked tirelessly to establish a consistent lesson pedagogy across the school which is well embedded and enables pupils to remember and articulate key knowledge. Excellent links have been forged with a variety of external agencies including Cafod and Shepherd Food Ministries to enhance the religious education in the school. Strong links with both local parishes also contribute towards this. A wide range of professional development is provided for staff, externally through the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust, and internally through staff meetings and training days, which include outlining expectations for religious education, tracking pupil data and planning interventions for those who need extra help. Leaders conduct a range of regular monitoring activities which identify improvements for practice, though these are not always fully included in future actions plans and professional development opportunities. Data tracking is forensic and links clearly to supporting pupil progress.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

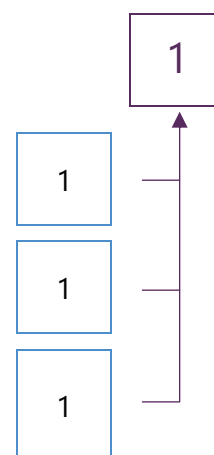
How well pupils participate in and respond to the school's collective worship

#### 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' participation is exceptional. They sing enthusiastically, read confidently and engage in moments of reflection which have clear purpose and a deep impact on their faith. Celebrations of the word are prepared and planned well using a variety of visual representations to engage participation, such as art, music, and drama. Pupils have an excellent knowledge of different parts of the liturgical year and link these to appropriate colours and artefacts. Their responses to celebrations of the word are meaningful and enhance links with home: for example, Year 5 and 6 pupils write thoughtfully about their faith and take home cards to pass on to someone else in order to spread the good news, making an impact on themselves as well as those in the local community. Pupils enjoy planning and preparing celebrations of the word and demonstrate high levels of confidence. They readily embrace these opportunities and enjoy the responsibility offered. Pupil-led celebrations of the word take place weekly and all pupils are given the opportunity to participate, on a rota basis. There are strong systems in place to provide opportunities for pupil evaluation. This directly impacts subsequent celebrations within prayer and liturgy, and forms a continual cycle of improvement.

Prayer is central to school life. Staff have deep faith and there are regular planned moments to share in prayer, including marking current events, such as praying for the eternal rest of Pope Francis and for the conclave. A wide range of prayer takes place every day; each month, a different prayer is introduced, including the Angelus, button prayers, 'paper-chain prayers' and the Rosary. Scripture is well chosen and relates carefully to the 'word of the week'. Chosen scripture is revisited frequently through whole school and child-led celebrations of the word, as well as during lunchtime prayer groups. This ensures that all pupils are able to engage, understand and respond in an age-appropriate way. Due to successful professional development, staff are highly skilled and creative in planning and leading times of prayer. Staff

inspire pupils through their own deep faith, providing a positive impact on prayer and liturgy. The school is bursting with creative, vibrant prayer spaces and displays, including prayer walls, a dedicated chapel and outdoor prayer gardens. Classroom prayer areas are presented to a high standard. Families are part of the school's liturgical life and are invited to join Masses, services and nativity plays. Communication around prayer and liturgy is frequent and strengthens home links.

Prayer and liturgy policies are well formulated; the aims of these policies are carefully constructed, meaningful and lived out daily. There is a clear sense of progression which is communicated effectively and embedded across the school. Leaders plan the liturgical year in detail with a range of prayer and liturgy experiences for pupils. Planned opportunities for celebrations enable pupils to engage in feast days, Masses to mark the beginning and end of the year, adoration of the Blessed Sacrament and the Sacrament of Reconciliation. Professional development is well planned and staff benefit from training from both the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust. Leaders regularly revisit training with staff to ensure that prayer and liturgy is given the highest priority. Staff place a central importance on prayer life, and facilitate pupils to lead prayer and liturgy with great care and attention. Use of high-quality resources ensures that everyone is familiar with the liturgical year. Leaders and governors undertake a regular cycle of planned monitoring which supports staff to review provision and make improvements. Leaders support pupils to evaluate critically and this leads to continuous strengthening of provision.

## Information about the school

Full name of school	St Hugh's Catholic Primary School
School unique reference number (URN)	139627
School DfE Number (LAESTAB)	9253346
Full postal address of the school	St Hugh's Catholic Primary School, Woodfield Avenue, Doddington Park, Lincoln, LN6 0SH
School phone number	01522 501137
Headteacher	Gregory Hughes
Chair of local governing body	John O'Connor
School Website	<a href="http://www.st-hughs-catholic-primary.co.uk">http://www.st-hughs-catholic-primary.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	24 April 2018
Previous denominational inspection grade	1 - Outstanding

## The inspection team

Ruth Elmore  
Lindsay Shaw

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

