

# St Winefride's Catholic Primary School

URN: 400380

Catholic Schools Inspectorate report on behalf of the Bishop of Wrexham

19–20 November 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

2

#### Collective worship (p.7)

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

2

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

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the diocesan bishop.
- The school has responded to the areas for improvement from the last inspection.

## What the school does well

- Catholic life and mission is a strength within the school, shaping a faith-filled community fostering a culture of respect, collaboration, and support that enriches learning and spiritual development.
- The head teacher, senior leaders, and governors are passionate and dedicated, driving the school's vision to ensure every pupil flourishes academically and spiritually, fulfilling their God-given potential.
- Leaders are excellent role models to the school community; they model exceptionally high quality prayer and worship, which other staff and pupils enthusiastically aspire to achieve.
- The head teacher, senior leaders, and governors have been highly proactive in the development of the religious education (RE) curriculum and have shared their effective practice across Flintshire schools and schools in the Diocese of Wrexham.
- Pupils have an excellent understanding of Catholic social teaching, which promotes their knowledge of the needs of others within school, locally, and beyond.

## What the school needs to improve

- Further develop planning, assessment, and pedagogy of RE to establish a rich and creative curriculum, provide excellent teaching and learning opportunities, and raise standards. This would secure consistent, ambitious outcomes for all pupils.
- Establish and develop collective worship across the school that is creative, nurtures a sense of wonder and awe, and fosters pupils' self-confidence and autonomy in their approach to 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

1

#### Provision

The quality of provision for the Catholic life and mission of the school

1

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

1

St Winefride's is a warm, welcoming, inclusive school rooted in Gospel values. Guided by its mission, 'Learning and growing together in the love of Christ', the school nurtures personal and spiritual growth of every member of its community. Pupils are encouraged to recognise God's presence and love in their lives and share it with others. They embrace the belief that everyone is a child of God. The teaching of virtues shapes spiritual development and helps pupils to live out Gospel values. Catholic social teaching is woven into school life through thoughtful lessons, the LiveSimply action plan, and meaningful projects. The school's attainment of Cafod's LiveSimply Award is a strong testament to its commitment to Catholic social teaching and reflects pupils' dedication to justice, dignity, and care for Creation. Pupils spoke proudly of their support for foodbanks, fundraising for charities, parish work, and engaging with global causes because they understand their actions make a "difference to people's lives and to our world".

Rooted in its Catholic heritage, St Winefride's fosters a vibrant culture where Gospel values shape both learning and daily life. The school is privileged to be part of a rich local Catholic tradition, providing pupils with meaningful opportunities to explore and appreciate its depth and significance. Visits to sacred sites such as St Winefride's Well and the parish church allow children to engage with living history and spiritual legacy in enriching ways. Through a school pilgrimage to the well, and through small acts of kindness, pupils expressed that they were "living signs of hope to others". Staff serve as exemplary role models, consistently upholding the school's Catholic ethos through active participation in prayer, liturgy, and the organisation of Church and community events. Senior leaders demonstrate strong commitment, offering staff ongoing support in their development and engaging with diocesan training to remain aligned with current initiatives. The school community is marked by a strong spirit of inclusion and mutual care,

ensuring all pupils, whatever their faith or tradition, feel safe, valued, and respected. Well maintained prayer spaces, displays, and artefacts are attractive, well used, and reflect the school's Catholic ethos. The impressive grant-funded prayer garden, once fully developed, will further enhance the school's spiritual provision. Chaplaincy is a dynamic heartbeat of school life, enriched by the parish priest, the Mission and Purpose team, a school parish lead, and Bridgettine Sisters. Their work inspires pupils to embody faith with purpose, compassion, action, and joy. The relationships and sexuality education (RSE) curriculum is planned using diocesan-recognised resources and is faithfully implemented by the school.

Leadership reflects a clear, purposeful commitment to Catholic life and mission. The dedicated head teacher works tirelessly to ensure that the school's mission is fully lived and embedded. Through her gentle, shepherd-like leadership, she nurtures a culture of faith, compassion, and integrity, inspiring the community to flourish. Leaders, governors, Little Ways Pupil Group, and Mission and Purpose teams work collaboratively to promote and strengthen the school's spiritual identity. Leaders value parents as primary educators and they are warmly welcomed into school life, with events and activities designed to foster strong home-school relationships. Parental feedback is overwhelmingly positive, demonstrating high levels of trust and confidence in the school's provision and ethos. A deeply committed chair of governors and governing body play a central role in upholding the school's Catholic character. As responsible guardians of the school's mission, they contribute effectively to the self-evaluation process through rigorous monitoring, regular updates, and ongoing dialogue with leaders, engaging actively with diocesan guidance and initiatives. They place great emphasis on staff well-being and professional development, creating a faith community where Catholic identity is not only taught, but actively lived, felt, and celebrated.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

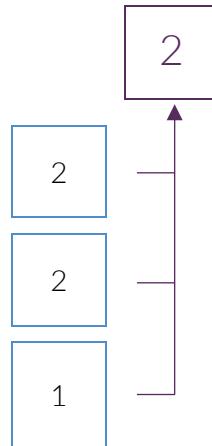
How well pupils achieve and enjoy their learning in religious education

#### 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 implementation of the *Religious Education Directory* has been a key driver of school development. As a result, pupils are engaged learners, increasingly secure in their knowledge and skills and steadily becoming more religiously literate. They know more and remember more, supported by an RE curriculum that is collaboratively developed throughout the whole school and within the Flintshire Catholic schools' partnership. Pupils enjoy their learning in RE and make appropriate progress from their starting points as they move through the school, including disadvantaged pupils and those with additional learning needs (ALN). Pupils demonstrate the ability to make meaningful connections between current learning and prior knowledge. For example, they link the story of Elijah and the flour and oil to the New Testament account of the feeding of the 5,000. They also recall Isaiah's prophecy and connect it to the birth of Jesus. Subject-specific vocabulary is used appropriately, reflecting pupils' growing theological literacy. Standards in RE books are comparable with literacy, and presentation is good. Pupils are given age-appropriate opportunities to explore spiritual, ethical, and theological ideas. They are increasingly aware of how faith influences their actions and everyday life at global, national, and local levels.

The quality of teaching is good throughout the school. Teachers know their subject well and show high levels of commitment to the value of RE. Relationships between adults and pupils are consistently positive across the school. Lessons are thoughtfully planned to build on pupils' prior knowledge. Tasks are carefully designed to enable success and ensure progress. For example, younger pupils used symbols and storytelling to retell the Visitation in an engaging and meaningful way. Others made independent choices to create images of angels. Teaching assistants make a strong contribution to learning, helping pupils achieve their best. The whole-school approach to marking and feedback is consistent and supports pupils effectively in

improving their work. A wide range of differentiated tasks enables all pupils to engage fully, and pupils take great pride in their RE work. This work reflects collaboration and creativity through writing, art, discussion, drama, and IT. A wide range of good quality resources are used to make learning interesting and engaging. Teachers understand how RE supports pupils' spiritual and moral growth, and they ensure that learning is purposeful and rooted in real-world contexts. This is demonstrated in the use of thinking skills activities to justify choices and thinking, writing for younger audiences, and making Christmas cards to share with the community.

Leaders and governors ensure that sufficient time and resources are allocated to deliver the curriculum in accordance with the *Religious Education Directory*. Senior leaders have a clear and compelling vision for RE, and their experience and expertise are driving sustained progress. They provide dedicated, hands-on support and regular in-house professional development for staff to enhance the quality of planning, teaching, and learning outcomes. All staff appreciate the time and commitment leaders invest in their development. Staff work hard to develop opportunities for independent and creative learning. This has had a positive impact on pupil engagement, as observed by inspectors, monitored by leaders, and recorded in class portfolios. The school's self-evaluation is honest, accurate, and reflective, clearly identifying strengths and areas for development. A robust cycle of self-evaluation, strategically led by senior leaders and involving the Mission and Purpose team, staff, governors, and pupils, is firmly embedded and informed by regular monitoring, evaluation, and review. Improvement planning is sharply focussed. This process drives measurable improvement in RE and raises standards and outcomes for all learners. Parents express strong confidence in the school's RE provision and feel well informed, highlighting the positive impact of leadership and communication.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

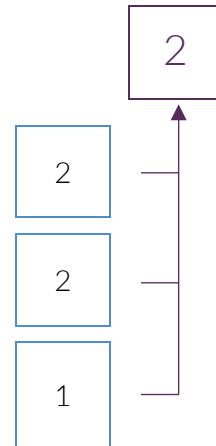
How well pupils participate in and respond to the school's collective worship

#### 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 across the school respond positively to prayer and liturgy, which are firmly rooted in Church teachings. During the acts of prayer and worship observed throughout the inspection, pupils demonstrated deep spiritual engagement, participating with joy and reverence in singing, and showing a clear understanding of diverse forms of prayer, including traditional, silent, and spontaneous prayer. Pupils compose and share their own prayers, reflecting their growing faith and maturity. Older pupils spoke thoughtfully about how prayer helps them feel closer to God and calms their worries. Pupils collaborate with staff to plan and lead aspects of weekly, class-based prayer and worship through 'Let's Pray' and 'Let's Lead' sessions, which are pupil-evaluated in order to develop and improve their prayer experiences. During inspection, they showed genuine enthusiasm for undertaking various roles in Mass, such as welcoming, reading, and singing. They were able to discuss and articulate a clear understanding of the messages shared in whole-school and class collective worship, and how these messages guide their actions beyond the classroom; for example, taking care of God's creation. A well-structured programme, including weekly school and family Masses, the Way of the Cross, Confession, and Eucharistic celebrations, offers pupils a rich spiritual experience that fosters faith and a strong sense of community.

Daily prayer is embedded in the rhythm of the school day and reflects the liturgical calendar. During inspection, a beautifully prepared Rosary gathering offered a calm, reflective, and enriching opportunity for spiritual growth. Worship is thoughtfully planned, with scripture at its heart, and is aligned with the liturgical calendar. Music and readings are carefully selected to suit the age and understanding of pupils. The leadership team model good practice and deliver effective in-house training, empowering staff to lead acts of prayer and worship well, with confidence and skill. Prayer spaces are prepared thoughtfully and are well resourced, and the

unique prayer box resource, developed by the school, reflects a pupil-led approach to prayer, mission, and Catholic social teaching. It serves as a powerful focal point, encouraging pupils to put prayer into action in a personal, relevant, and age-appropriate way. The Little Ways group proudly explained how important these boxes are in reminding them to help and protect others. This group works alongside governors to evaluate the prayer boxes each half term through Prayer Box Walks. The school has shared this work with Flintshire RE leaders and schools in the Diocese of Wrexham.

The head teacher and RE leaders provide strong, visible, and effective leadership in promoting prayer and liturgy, as observed in both whole-school and classroom worship. They monitor the school's provision of prayer in line with their monitoring and review cycle, which leads to well-planned improvements. The school regularly reviews its prayer and liturgy policy and has developed a comprehensive whole-school prayer and liturgy approach that is meaningful and relevant to pupils. Senior leaders have worked unrelentingly to strengthen its provision for prayer and liturgy, and are committed to its ongoing journey towards excellence. Governors and the Mission and Purpose Team place prayer and liturgy at the very heart of school life. With unwavering commitment, they actively champion its central role, clearly evidenced in strategic action plans and detailed meeting minutes. Through rigorous monitoring, evaluation, and strategic planning, leaders and governors ensure that prayer and liturgy are continually strengthened and developed across the school. The parish priest plays a pivotal role, offering chaplaincy support to staff, pupils, and families. Leaders and governors also prioritise the voices of parents and pupils, actively seeking feedback through regular dialogue and surveys and demonstrating a culture of listening, reflection, and continuous growth.

## Information about the school

Full name of school	St Winefride's Catholic Primary School
School unique reference number (URN)	400380
School DfE Number (LAESTAB)	6643307
Full postal address of the school	St Winefride's Catholic Primary School, Whitford Street, Holywell, Flintshire, CH8 7NJ
School phone number	01352713182
Headteacher	Sian Jones-Evans
Chair of governors	Mary Auty
School Website	roughcuts.wixsite.com/stwinefrides
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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	14 March 2016
Previous denominational inspection grade	2

## The inspection team

Jackie Phillips  
Sheelagh McCool

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