

Catholic Schools Inspectorate inspection report for **Our Lady Of Lourdes, Partington**

URN: 106346

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 02-03 February 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Partially

Summary of key findings

What the school does well

- The recent review of the mission statement has had a positive impact on behaviour and the pupils' understanding of the Catholic mission.
- The Early Years Foundation Stage (EYFS) has a nurturing and well-planned provision which reflects the Catholic ethos of the school.
- A committed and caring staff do all they can to ensure all pupils feel cared for and supported.
- Staff and governors are fully committed to the ethos of the school and value the strong links with the parish.
- The religious education subject lead is passionate about supporting staff in the Catholic life and mission of the school, in religious education, and in collective worship and the recently appointed senior leadership team is fully committed to supporting her.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve:

- Ensure governors are kept fully informed about all aspects of Catholic life and mission, religious education, and collective worship, so that they can effectively support and challenge the senior leadership team.
- Develop the strategic leadership of religious education across senior leaders, governors, and the subject leader to ensure that lessons are consistently good.
- Leaders and governors should ensure that robust monitoring and evaluation systems are in place in order to bring about improvements.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



Pupils understand and actively participate in their school's mission of 'Living and sharing the message of Christ, in peace we move forward together'. Pupils belonging to Mini Vinnies spoke of visiting a local care home and how the social interaction with residents gives pupils an understanding of others' needs. However, pupils would benefit from more explicit links to Catholic social teaching and their personal responsibility towards this. Pupils' behaviour is good in lessons and throughout the school. Pupils talk about forgiveness and how important this is in their relationships. They report they feel secure, valued, and cared for. Their respect for each other and visitors is evident in their welcome, care, and consideration. Pupils speak about how they have led prayer, liturgies, and activities in school, in the parish, and in their links with two other schools in the local cluster. They respond thoughtfully to questions such as, 'What is God's plan for me?' and ask questions themselves, which helps to deepen their understanding.

Governors, staff, and pupils refer to the recently reviewed mission statement to explain and support their actions and comment that the Word of God underpins everything they do. The school environment reflects the Catholic character of the school. The sense of community is evident in the excellent relationships and the culture of welcome. Parents appreciate the work and commitment of the staff. One said that, 'the children make good relationships'. Some governors visit school regularly and speak of the 'love, care, and security' that staff provide for the pupils. For example, one reported that she, 'had never heard a raised voice, only quiet support and understanding'. Staff are positive role models in their support for each other. Home, school, and parish links are strong. A recently added nurture room has been decorated by parents. With the parish, the school provides practical pastoral support for families in need. Support for the spiritual and moral development of

staff and pupils is also very good. For example, on Holy Days of Obligation and feast days, the three school communities across the cluster take turns in attending Mass, or watching via live stream. During the Mass, there is a going forth of the Eucharist and each school is able to receive the Blessed Sacrament.

Provision for Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) meets statutory and diocesan requirements. Leaders and governors are fully committed to the Catholic life and mission of the school and it is a priority. Many are involved in both parish and school life. School and parish work together to provide practical support to some families at times of greatest need. Parents are supported and engaged through activities such as 'Reading Breakfast' or 'Stay and Play' and are welcome at assemblies and liturgies. Parents speak of their appreciation and support for the school. Resources and staffing are in place for vulnerable pupils. Staff reported the ways in which leaders and governors provide for their well-being. The religious education subject leader supports staff, including new staff, in their professional development through staff meetings and coaching/mentoring. Staff regularly attend diocesan training and support each other. However, there needs to be a specific induction policy and time for the religious education lead to carry out this work. The strong partnership between the school, the parish priest and the parishioners, as well as partnerships with two other schools and churches, enhances the Catholic life and mission of the school through shared celebrations and liturgies. Leaders and governors now need to ensure that they are fully involved in the self-evaluation in this area so that they challenge as well as support.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

3



All pupils, including those with additional needs, generally display in their work and in their discussions and responses, that they are developing secure knowledge, understanding and skills across the religious education curriculum. From a relatively low starting point, the majority make good progress across the school. Pupil progress is at least in line with, and sometimes exceeds, that of other core curriculum subjects. In the most effective lessons, most pupils reflect on their learning and link this to their personal religious commitment. In most lessons, pupils speak confidently, asking relevant questions and responding to good questioning by teachers. In a small number of lessons, however, pupils are passive learners. In most classes, pupils' work is well-presented and a variety of creative activities leads them to produce independent written work that shows their developing knowledge and understanding. However, this needs to be more consistent across all classes. Most pupils are able to work independently, showing good concentration on tasks. Engagement and behaviour in lessons is good because most pupils are motivated to achieve well. Pupil response to marking is varied.

In the most effective lessons, teachers show confidence in their knowledge of religious education and are able to enthuse pupils through relevant, interesting lessons. However, in a small number of lessons, a lack of challenge means that pupils' learning is not as swift as it might be. Where evident, good questioning enables teachers to support and develop pupils' understanding. However, in some cases, overuse of closed questions means that pupils are passive and that learning is limited. Teachers use a variety of creative activities such as art, drama and music to ensure that pupils' have differing opportunities to express themselves. Other adults use questioning, praise, and encouragement to meet pupils' needs. Generally, pupils' written responses

to feedback show that they know what they must do to make progress. However, time to respond to feedback is needed to help to develop pupils' understanding. Each classroom has a variety of good quality resources and artefacts to enhance pupils' learning. Teachers are supported by senior leaders in adapting their planning so that 'discern' becomes embedded and contributes to pupils' good progress. Moderation of work is done within school and alongside the two other schools, providing rigour and validation to the school's assessment processes.

Leaders and governors ensure that the religious education curriculum complies with diocesan requirements and follows the *Religious Education Curriculum Directory*. It has the highest priority of the core subjects. At least ten per cent curriculum time is allocated to the teaching of religious education. Leaders and governors ensure that the religious education curriculum is enriched through visits, retreats, and creative activities. The dedicated Acting Head Teacher, supported by the long-standing and knowledgeable religious education subject leader, and committed staff, through the use of best practice, target improvements in religious education. The religious education lead regularly attends diocesan professional development courses and supports staff through in-school training so that staff are kept abreast of national developments. The parish priest, who is link governor for religious education, meets with the subject leader so that he is informed about developments. Leaders and governors now need to make strategic plans to ensure that their vision for religious education is realised through appropriate support and challenge. The leadership support recently put in place for the school is an opportunity to develop senior and middle leadership, which was identified at the time of the last inspection, and to firmly embed rigorous monitoring and evaluation processes to improve teaching and learning further.

Collective worship

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

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

3



During prayer, liturgical prayer and liturgy, pupils join in well with responses and singing. As they progress through school, pupils plan together with increasing independence. They are confident to include a variety of ways to engage and include others, such as silence, music, role play, reflective tasks, and the use of scripture. Pupils now need to evaluate the quality of these carefully, so that they can deliver consistently high-quality experiences for others. Pupils talk about the different seasons of the Church's liturgical year and discuss ways in which the school and parish community recognise and celebrate these. Advent and Lenten prayer trails in the parish church as well as activities in school help them to develop their understanding of Catholic tradition. Pupils talk about the ways their prayer and liturgy are either a response to the religious education topics they are studying, or are in keeping with events in the school and parish, such as Sacramental preparation, including First Holy Communion Masses. They are reflective and respond readily to questions such as, 'Why do we help others?' by linking their actions to following the message of Jesus.

The school has daily opportunities where pupils are offered a range of prayer experiences, including traditional prayers. Regular school and Key Stage Two class Masses, and twice-weekly whole school assemblies also offer opportunities for prayer and liturgical prayer. Scripture and active participation in prayer are offered by the school in the Advent and Lenten prayer trails in the parish church. Each class has a 'Prayer and Liturgy' book where they record their prayer and liturgy activities. Governors and parents are welcome at key celebrations. Senior leaders, class teachers, and older pupils provide good role models, which enables pupils to plan and lead prayer. Staff enhance prayer and liturgy in the school through music and creative activities. There is a strong link between the other two churches in the cluster and the school. A governor who supports prayer with the pupils acknowledged that, having observed the parish priest working with a group of

children in one of the churches, she was able to use this successfully in school. Prayer tables and displays in classes as well as dedicated areas such as the prayer garden, help to support the prayer life of the school. Leaders plan appropriate liturgies and celebrations of the Eucharist to provide further opportunities for the community to gather.

School leaders are aware of the differing needs of their pupils. A collective worship policy exists but this as yet does not include the progression of skills and participation throughout the school, which would impact positively on teacher and pupil-led planning for prayer and liturgy. The parish priest meets with the three headteachers within the cluster to plan times to celebrate the Eucharist and liturgies for the school year. He also meets with the religious education subject lead to plan activities. This inclusive approach helps staff and pupils to lead prayer and liturgy appropriate to the liturgical season. All staff have regular opportunities for professional development in prayer and liturgy. However, the school needs to develop a strategic approach to this so that high-quality prayer and liturgy is developed throughout the school and so that staff, once confident, can lead pupils in planning and leading a variety of prayer and liturgy. To ensure that the prayer and liturgy planned by staff and pupils is relevant and engaging, leaders need to provide further opportunities for staff development through modelling and coaching. Leaders and governors allocate resources to support the development of high-quality prayer and liturgy. However, the support in place has not yet brought about significant improvements across the whole school.

Information about the school

Full name of school	Our Lady of Lourdes RC Primary School
School unique reference number (URN)	106346
Full postal address of the school	Lock Lane, Partington, TraffordM31 4PJ
School phone number	0161 775 2847
Name of head teacher or principal	Mrs Natalie Gaulton (Acting)
Chair of governing board	Mr Martin Moran
School Website	www.ourladyoflourdes-primary.trafford.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	22 March 2016
Previous denominational inspection grade	Good

The inspection team

Carol Morgan	Lead inspector
Susan Lyonette	Team inspector
Name of inspector	Lead/team
Name of inspector	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