



Our Lady's Catholic Primary School

URN: 125721

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

25 April 2024

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

2

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 curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- A strong sense of community at Our Lady's is lived out through all interactions between staff, pupils, and governors.
- Pupils show high standards of behaviour; they deeply respect themselves and others.
- The newly appointed head teacher has a clear vision for improving teaching and learning in religious education.
- Teachers are confident in their subject knowledge and use questioning effectively to help children know more and remember more in religious education.
- Pupils respond well to their experiences of prayer and liturgy; they enjoy what the school provides.

What the school needs to improve

- Develop pupils' ability to apply Catholic social teaching to their lives so that they can articulate its impact on their actions and decisions.
- Give pupils opportunities to ask questions to deepen their learning and think spiritually and morally in religious education lessons.
- Provide regular opportunities for pupils to have a profound spiritual encounter with God through times of quiet prayer and reflection.

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

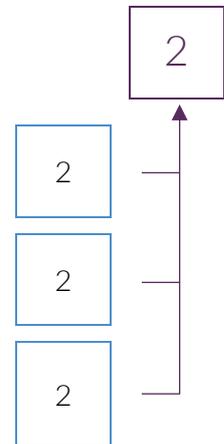
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Our Lady's is an inclusive and welcoming school, driven by its mission statement, 'Embracing the uniqueness of each child through God's message of love.' Pupils are very happy, confident, and secure; they show deep respect for themselves and others. They have a clear sense of how they should behave, and because of this, their behaviour is exemplary. Pupils confidently recite the mission statement, although their ability to explain how the mission shapes their thoughts and actions is limited. Pupils are willing to undertake leadership roles because they have a strong sense of worth. One pupil told inspectors, 'Some people do not have as much as we do; therefore, we need to help them.' Stewards of Creation and Liturgy Leaders actively serve others through charitable giving, for example, raising money for the Morocco Earthquake Appeal, serving lunch to parishioners, and meeting with local council representatives to improve recycling in their local area. Pupils are developing their understanding of the demands of Catholic social teaching, and they are beginning to articulate why they are called to protect our common home. Pupils regularly focus on the values and virtues from the *Catholic Schools Pupil Profile* and can explain how different virtues are seen in others.

The mission statement is known and lived throughout the school community. Staff regularly refer to it, particularly the mission prayer, which forms part of the school's provision for worship. One pupil told inspectors, 'Teachers are very understanding. The school appreciates everyone's uniqueness.' Through their relationship with pupils, staff provide high levels of pastoral care. One staff member commented, 'We are one big, happy family, and every single child is unique and is supported.' Our Lady's has a lived sense of community, and staff are fully committed to the school's Catholic life and mission. Christ is at the heart of the school, shown in its secure, welcoming culture and the quality of relationships between staff and pupils. The school reflects

its Catholic character through vibrant displays that celebrate a range of pupils' work on scripture, prayers, Our Lady, and class patron saints. Spaces such as class prayer areas, the nurture room, and the main hall effectively promote the school's Catholic ethos, and plans are currently in place to develop outside areas. The provision for relationships, sex, and health education is carefully thought through due to classes containing mixed year groups. Great care has been taken to communicate the curriculum requirements with parents.

The newly appointed head teacher is a positive role model for all, bearing witness to the school's Catholic life and mission. The relatively new leadership team, alongside governors, leads with faith-filled commitment and integrity. Consequently, staff feel valued and supported. Staff describe the school as 'A small school with a big heart', directly resulting from the love and commitment that all staff, including senior leaders, have. In a short time, school leaders have introduced robust monitoring schedules, and their impact is beginning to show through the rigour of their self-evaluation. Leaders and governors are committed to staff formation and positively engage with training provided by the diocese. Leaders and governors constantly seek ways to involve parents in the school's Catholic life so that they understand that the Catholic faith is the root of all the school's work, including its pastoral care. The parish priest regularly provides liturgical and moral support for leaders, staff, and pupils. Due to the distance between the school and the local parish Church, great care is taken to ensure that links between the school and the parish are sustainable and fruitful.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

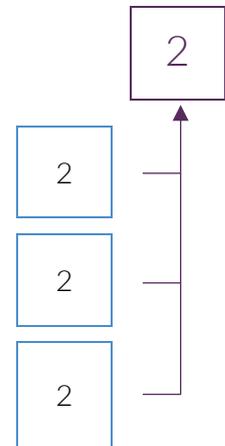
How well pupils achieve and enjoy their learning in religious education

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 at Our Lady's are developing secure knowledge and understanding of the religious education curriculum. They confidently answer questions, showing that they know more and remember more as they progress through the school. Pupils review and build on their existing knowledge and understanding from previous units of work and apply this to new learning. Pupils enjoy their religious education lessons, which frequently start with a prayer; this helps pupils understand that the subject is unique and provides a framework for spiritual and moral development within the subject. The standard of presentation in pupils' books is high; they are proud of their work, which shows their understanding of various topics. A wide range of pupils' artwork fills communal areas of the school, showcasing their creativity. Pupils' work in religious education mirrors the standards seen in their English work. In some classes, pupils engage and concentrate exceptionally well in lessons and work effectively independently and in small groups. For example, pupils in Years 5 and 6 compare similar Gospel accounts and can discuss and analyse them carefully and maturely before moving on to the next step. However, this is inconsistent in other classes, and some opportunities to deepen pupils' thinking and allow more significant levels of learning to be achieved in religious education lessons are missed.

Teachers are confident in their subject knowledge and fully committed to the value that religious education can bring to the lives of their pupils. They place inclusion at the heart of their lesson planning and ensure that activities are meticulously adapted to meet the individual learning styles of all pupils, particularly those with special educational needs or disabilities (SEND). In addition, specialist provision in nurture spaces provides activities linked to learning in religious education for pupils who need additional support. Because of thorough planning, pupils' behaviour in some classes is exemplary. Other adults are used effectively in lessons to support learning. Teachers use a wide range of questions well to recall pupils' prior knowledge and to

introduce new concepts. However, in some classes, long starter activities detract focus from the main learning objectives, meaning these pupils do not make as much progress as they should because they are not directed to apply their knowledge quickly enough. Generally, pupils are not given opportunities to ask their own questions to deepen their thinking independently. Teachers consistently use feedback that mirrors the expectations of the school's policy. Open-ended questions, matched in colour to the liturgical time of year, allow pupils to relate concepts to their thoughts and actions.

The head teacher, who is also the subject leader for religious education, has a clear vision for improving teaching and learning in the subject. She has recently implemented systems that are rigorous and effective in evaluating the quality of teaching and learning. Regular monitoring is robust and identifies areas for improvement. Leaders and governors ensure that the requirements of the *Religious Education Curriculum Directory* are taught through use of the diocesan strategy to all pupils. They are fully committed to the subject's profile throughout the school and ensure its parity with other core subjects regarding staff training and resourcing. Effective links with neighbouring schools result in staff sharing of good practice, the impact of which is visible in classrooms. Leaders and governors ensure a well-planned training schedule is in place for staff, which they value greatly.

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

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

2

2

Pupils respond well to prayer and liturgy and participate with respect. They want to pray, and they have a good understanding of its importance. For example, they say, 'Prayer is a form of speaking to God. We tell Him that we love Him, and we thank Him.' Pupils sing jubilantly and enjoy prayerful moments in individual classes and together as a whole school community. There are also opportunities for pupils to enjoy quiet prayer and reflection moments. However, this is inconsistent across the school. Pupils know there are various ways to pray in the Catholic tradition and pray sincerely because the school's routines cement their knowledge and understanding. For example, pupils say the Apostle's Creed with commitment, as this is their prayer of the month. Pupils have secure knowledge of the Church's liturgical year and are confident in discussing different themes, prayers, and colours appropriate to the time of year. Pupils and staff work together to plan prayer and liturgy, and pupils are willing to lead worship in class, particularly in Upper Key Stage 2. However, most pupils are in the early stages of planning prayer based on a celebration of the Word independently. They do not yet have the skills and confidence to plan, lead, and evaluate prayer and liturgy without guidance from staff. The planning model of 'gather, listen, respond, go forth' is understood by most pupils; however, their ability to explain the meaning and impact of 'go forth' messages is limited.

Prayer and liturgy are at the heart of Our Lady's and are central to the school's daily life. A yearly overview of special celebrations, holy days of obligation, and other feast days is in place, supporting staff to ensure pupils are immersed in significant moments of joy and sorrow through prayer and liturgy. The daily pattern of prayer reflects the traditions of the Church, and the 'prayer of the month' allows the children to widen their experience of other traditional prayers. Staff are committed to being models of good practice and are supporting pupils to take greater ownership of planning, delivering, and evaluating prayer and liturgy more

independently. For example, in Reception, pupils helped to plan the liturgy and explained that they wanted to use flowers 'For new life at Easter.' The school effectively uses prayer spaces that are consistently respected and well-maintained. All staff make every effort to involve parents in the school's prayer life, for example, through prayer bags and in-class worship. One parent commented, 'My son created a prayer area at home, so he knows he can pray at home now, too.'

Leaders, including governors, regularly review the quality of prayer and liturgy in the school. The head teacher has established her expectations for prayer and liturgy and has created systems to support the quality of monitoring and aid the self-evaluation process. The prayer and liturgy policy provides all staff with clear expectations, which is beginning to support the early stages of consistency across the school. Leaders and governors value staff formation to be more effective in planning and delivering prayer and liturgy. Governors are regularly present during whole school worship because they believe it is essential to celebrate and pray with the pupils. Leaders are knowledgeable and skilled in delivering prayer traditions in the Catholic Church and are role models for staff who are consistently open to self-development and new concepts. Staff feel well supported in developing their understanding of prayer and liturgy and learning how to help pupils become more independent.

Information about the school

Full name of school	Our Lady's Catholic Primary School
School unique reference number (URN)	125721
School DfE Number (LAESTAB)	937 3561
Full postal address of the school	Leamington Road, Princethorpe, Rugby, CV23 9PU
School phone number	01926 632385
Headteacher	Catherine Burch
Chair of governing board	Peter Griffin
School Website	www.ourladysrc.warwickshire.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	July 2017
Previous denominational inspection grade	1

The inspection team

Tara Davies
Karen Bennett

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