



Our Lady Of Lourdes Catholic Primary School

URN: 104916

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

17–18 April 2024

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

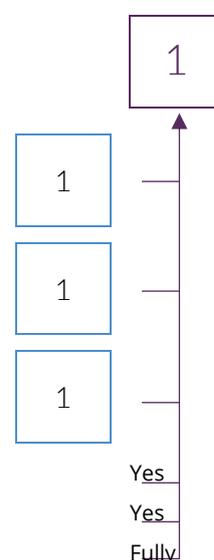
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

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

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



What the school does well

- The school community works hard to ensure that Our Lady of Lourdes Catholic Primary School is a welcoming environment in which everyone is included, valued and feels safe.
- Leaders and staff promote high standards of behaviour; consequently, the behaviour of the pupils and their attitudes to learning are exemplary.
- Teachers' subject knowledge in religious education is a strength and this enables them to make skilful use of questioning to secure and extend pupil knowledge.
- The liturgical season is used well to inform scripture choices and some pupils relate these to their own personal experience.

- Inspirational leadership by the head teacher ensures that the community can 'Live, Love and Learn' together.

What the school needs to improve

- Leaders and governors should provide more frequent, targeted professional development around the Catholic life and mission of the school.
- The assessment of pupils' learning in religious education would be better supported through a more targeted deployment of support staff.
- A wider range of pupils require greater opportunities to plan, lead and evaluate prayer and liturgy, as appropriate to their age and capacity.

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

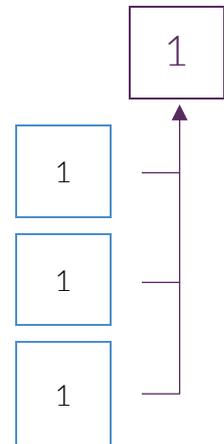
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 of Lourdes is a place of welcome. All members of the community are proud to belong to the school family and they live out the school mission 'Live, Love, Learn' in their daily lives and interactions. Pupils feel safe and consequently, they are happy and confident. They consistently demonstrate the core values of resilience, tolerance, love and compassion, in school and beyond. Pupils seek opportunities to grow in virtue and they work hard to pursue the common good and serve others. They respond to the demands of Catholic social teaching and develop their understanding of this through a variety of pupil-led fundraising initiatives. A group of pupils described how they organised a cake sale to raise funds for new playground equipment. They said they did this because, "God and Jesus want us to help others and we wanted to show we can do that by making other pupils feel excited about coming to school." Pupils are also proactive in their response to local and global initiatives such as running mini marathons between local schools to raise money for bleed kits. Christ is evident everywhere in school and this leads to warm and nurturing relationships at all levels. Members of the community know the school mission well and they consistently demonstrate it through their words and actions.

The school is well supported by the parish and pupils benefit from the experience of all members of the community working together to live out the mission in their daily lives. Staff are firmly committed to the Catholic ethos of the school. They are excellent role models, consistently demonstrating the gospel values through their daily interactions with pupils and their families. One staff member recently completed the London marathon running for the St Basil charitable organisation which works to support the homeless community. This was shared and celebrated with the school community as an example of how they can play a part in looking after the most vulnerable members of society. Leaders and staff know their pupils and their families very well

and consequently their pastoral needs are met effectively and with impact. Strong relationships are evident everywhere within the school and they have also been made between the school and the parish priest who is very supportive in promoting the Catholic life of the pupils and their families. There are places of prayer and reflection provided around the school and pupils report using them when they want to spend time with God.

Leaders and governors know the school and the community it serves, very well. Christ is at the centre of all decisions and actions they take, and they are passionate in their pursuit of ensuring that all members of the community experience the school mission. Policies are updated regularly and scrutinised by governors to ensure they are developed with the intention of providing the best possible outcomes for pupils. They monitor staff wellbeing and workload and take these into consideration when making policy or other strategic decisions. A staff member commented, "Our leadership team could not be more supportive of staff well-being, and I truly feel valued working here at Our Lady of Lourdes." Inspirational leadership is demonstrated by the head teacher and this feeds into staff development. The new to post leader of religious education demonstrates passion and commitment and it is evident that the Catholic identity of the school remains the highest priority for him as well as the whole leadership team. Leaders and governors need to ensure that they provide more frequent, targeted professional development around the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

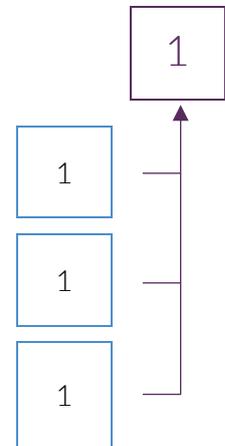
How well pupils achieve and enjoy their learning in religious education

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 of Lourdes enjoy their religious education lessons. One pupil commented that religious education lessons give them an opportunity to ‘talk about things like the death and new life of Jesus and we can link that to people we have lost’. They speak with confidence and accuracy about their learning using high level vocabulary. Pupils take great pride in their work, and they demonstrate excellent engagement in lessons. This positive attitude to learning means that behaviour is of the highest standard and pupils enjoy consolidating prior learning or taking on new information within a supportive but also challenging atmosphere. One pupil commented that ‘RE lessons have a nice calm atmosphere, they are peaceful and we are all respectful of each other’s views and opinions.’ Pupils’ achievement is in line with or above attainment in other core subjects. Vulnerable pupils and those with special educational needs and disabilities receive excellent support which ensures they achieve the best outcomes, especially those with special educational needs. Pupils present their work in a variety of creative styles, through drawing, colouring, painting, and role play, and they are eager to make improvements to their work when asked to do so.

Teachers demonstrate that they can use skilful questioning to guide pupils through a review of prior learning or to introduce new learning, as well as challenging pupils who have the capacity to delve deeper into their understanding. As a result pupils demonstrate that they know more and remember more. A pupil in year 1 was asked to describe why the disciples who met Jesus on the road to Emmaus did not recognise him and they said it was because of his hands. After being asked to give more detail, the pupil said, “When Jesus was crucified, he had nails in his hands to put him on the cross but when they met this man, there were no nails so the disciples were confused.” Scripture is an important part of all lessons and this inspires pupils to think theologically; this also results in strong pupil knowledge of scripture. Some pupils can recall

scriptures shared in previous lessons which they recall and use in their own lives. A pupil in year 5 commented that she had held in her memory, John 3:16, "because it tells us that God loves us so much." When working with specific pupils with special education needs and disabilities, other adults are utilised successfully to offer support and enable good progress for those pupils. However, there are missed opportunities during teacher input for other adults to assist in the assessment of all pupils' knowledge.

Leaders and governors are passionate in promoting, monitoring and evaluating the provision for religious education. They provide a curriculum that is a faithful expression of the *Religious Education Directory* and ensure that the required time is given to religious education to maintain full parity with other core curriculum subjects. The newly appointed leader of religious education is passionate and dedicated in his approach to ensuring the best outcomes for all pupils whilst supporting staff as they transition into the delivery of the new *Religious Education Directory* beyond the early years and key stage one. He is supported in this by experienced previous leaders of religious education and is seeking opportunities to enhance his own expertise via strengthening links with the Archdiocesan Education Department. A robust programme of monitoring and evaluation regularly takes place and constructive feedback is shared in a timely manner.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Opportunities for prayer and liturgy provided by the school engage pupils and support their full active participation. Pupils are reverent and prayerful and can speak about the impact that prayer has had on their lives, and ways in which they act upon the messages that are shared. One pupil commented upon a significant bereavement. Classmates and teachers were informed and, "They said prayers with me and I felt better." Scripture is central to the observed acts of prayer and this is meaningfully linked to pupils' lives. Practice is clearly embedded as pupils naturally and reverently join in with responses, sing joyfully and reflect in silence. Their behaviour in prayer and liturgy is excellent because of the prayerful atmosphere which is created through using music and lighting. A pupil in year 2 commented, "We make it darker in the room so we can be still and focus on the candle to represent Jesus."

Moments of prayer and liturgy are central to the life of the school. There is a daily routine of prayer and appropriately planned opportunities for worship are linked to the liturgical year. This means that pupils have a secure understanding of key events across the liturgical year and some pupils effectively and confidently plan and evaluate their own prayer and liturgy moments. Leaders are mindful that a wider range of pupils would benefit from more opportunities to develop and refine these skills as appropriate to their age and capacity. Scripture passages and themes are well chosen to ensure that all present can fully and actively participate. This focus on a prayerful relationship with God is further advanced through the regular involvement of the parish priest in the life of the school. High quality music, artefacts and resources are used well and purchased regularly to enhance the experience for pupils, staff and their families. This means that prayer time is seen as special and important across the school including the autism provision base which forms part of the school community.

Governors and leaders are committed to ensuring that the prayer and liturgy offered to pupils is of the highest quality. Monitoring feedback is shared with the governing body and as a result, governors are well informed and able to challenge decisions or make suggestions about possible areas of development. Leaders have identified key skills which are practised daily by pupils. This means that pupils evidence progression as they move through the school year on year. Positive relationships have been built by the head teacher and leader of religious education with school families and the wider parish, which has resulted in a significant increase in the number of pupils who attend children's liturgy of the Word on a weekly basis. The parish priest and parish catechists, some of whom are governors at the school, liaise as partners between parish and school; this has led to increased opportunities for shared prayer. Governors report that they strive to evidence the school mission within the prayer life of the school and wider parish stating that, "We know that we are the living Church and we want to show love to our parish family, and we want our pupils to learn about God and Jesus, through experiencing Mass.' Leaders and governors ensure that the budget allocation for prayer and liturgy is comparable to other core subjects.

Information about the school

Full name of school	Our Lady Of Lourdes Catholic Primary School
School unique reference number (URN)	104916
School DfE Number (LAESTAB)	3433337
Full postal address of the school	Our Lady Of Lourdes Catholic Primary School, Grantham Road, Southport, PR8 4LT
School phone number	01704568375
Headteacher	Darren McCann
Chair of Governors	Maria Parker
School Website	http://www.ololprimary.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	14 th November 2017
Previous denominational inspection grade	Outstanding

The inspection team

Melanie Lockley	Lead
Jude Ryan	Team
Katherine Daly	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