



Catholic Schools Inspectorate inspection report for **Our Lady Of Lourdes Catholic Primary School, Carnforth**

URN: 119618

Carried out on behalf of the Right Rev. Paul Swarbrick, Bishop of Lancaster on:

Date: 23rd November 2023

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



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

Fully

Summary of key findings

What the school does well

- The school environment has been lovingly developed and explicitly witnesses the Catholic character of the school.
- The head teacher and other staff are very good role models for pupils.
- Teachers are well supported by the religious education subject leader, to develop their secure subject knowledge.
- The chaplaincy provision has been carefully planned to ensure the spiritual and moral development of the pupils.
- Older pupils work collaboratively to plan and lead prayer in school.

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:

- Continue to strengthen links with the parish as part of commitment to the Catholic life of the school.
- Provide greater challenge for all pupils by giving greater opportunities to present their learning in a variety of forms.
- Further enhance the opportunities for pupils to pray during the school day with the development of additional prayer spaces, as identified in the school's development plan.

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 show a developing understanding of the Catholic identity of the school, appropriate to their age and ability. They know about Our Lady of Lourdes and the links to their parish. They enjoy coming to school and recognise scripture 'For you are precious in my eyes' as the basis of all interactions in school. They report that other pupils are kind, forgiving and humble. As they progress through school, pupils become active participants in the Catholic life and mission of the school. They engage in a range of activities to support charities both locally and globally, for example Cafod and Walk with Water. They recognise the value in helping others and older pupils recognise that they support those less fortunate because Jesus asks us to love one another.

The behaviour of pupils is very good in lessons and throughout school. They treat each other with respect and show a developing understanding of religious and cultural differences. As a result, pupils feel happy and safe in school.

Parents and carers value the work of the school and enjoy joining the pupils for the Friday celebration assembly and other liturgies. One parent commented on the parental survey, 'the school causes my son to be closer to God and to what He wants him to be.'

The head teacher is an exemplary role model for staff and children and all staff demonstrate commitment to the mission of the school. During inspection, they explained how, with the school's mission statement at the heart of their work, they do

whatever is needed to support the pupils and their families.

The school is inclusive and visitors and those new to the school are welcomed fully into the school community. One parent, whose child is new to the school, told inspectors that her child had been welcomed and quickly made friends.

A great deal of care and attention has been given to the school environment which is a wonderful reflection of the school's Catholic character. There are attractive displays in classrooms and communal areas, in addition to carefully resourced and well-used prayer spaces. Leaders plan to develop this further with the creation of two additional prayer spaces, both in school and in the grounds.

Gospel values are visible around the school and are referred to by staff and pupils. The focus during inspection was humility and this was referred to in lessons and prayer.

The provision for relationships, health and sex education (RHSE) meets both statutory and diocesan requirements. It is well resourced and has a high priority across the whole school, with sessions timetabled weekly. Pupils are able to talk confidently about what they have learned in these lessons.

Governors and leaders are committed to ensuring Christ is at the centre of all they do. For example, they ensure the mission of the school is shared and reviewed with everyone in school. All policies and procedures demonstrate the Catholic identity, charism and mission of the school. Leaders engage with the Diocesan Education Service and the school is joining the Mater Christi Multi Academy Trust later this academic year.

Leaders provide effective opportunities for the spiritual and moral development of pupils and staff. They demonstrate respect for the dignity of workers and ensure that their decisions for school reflect this, for example through their commitment to the wellbeing of staff. In addition, they demonstrate commitment to the continued professional development of staff, to enable them to carry out their roles in school effectively. As a result, four of the five teachers hold the Catholic Certificate in Religious Studies (CCRS).

School self-evaluation is accurate, and inspection confirms the school's judgements.

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.....

2



The school has met the areas for development from the last inspection under the framework that they were set.

Pupils are able to speak about what they have learned in religious education, showing an awareness of some key concepts, and are becoming religiously literate. During inspection in all lessons observed, pupils were engaged and able to work independently. Pupils are keen to answer questions, referring to previous learning to support their answers.

Work scrutiny shows that pupils produce work which is of a comparable standard to that in their books in other core subjects and is well presented. Tasks are routinely completed in full. There is a clear sequence with activities building on prior learning and work is generally matched to ability. The religious education subject leader has identified that, at times, the work in pupil books does not reflect the richness of the discussion in the classroom. Floor books have been introduced to capture some of this discussion and learning. Planning more open-ended recorded activities would address this and would provide greater challenge for pupils.

Pupils report that they enjoy their religious education lessons. They can identify their favourite pieces of work, giving reasons. For example, pupils in key stage two enjoyed their work on Creation and Covenant, reporting it gave them an opportunity to reflect on their role in looking after the world.

Pupils demonstrate a developing awareness of key concepts, using some key vocabulary. Pupils in the Early Years Foundation Stage are able to apply their learning to the activities provided in 'continuous provision', for example small world play to retell the story of Mary and Joseph's journey to Bethlehem. They are skilled in doing this because the teaching which supports it engages them, whilst introducing and reinforcing new vocabulary.

During inspection, older pupils were able to make links to scripture when researching the meaning of Advent wreaths.

Pupil effort and achievement in religious education is celebrated in the weekly celebration assembly. Parents value the opportunity to join pupils and staff for this celebration.

The school's records on pupil progress and attainment show parity with other core subjects. A baseline assessment is completed on entry to school and is used effectively to track progress across the Early Years Foundation Stage. Evidence shows that, from varied starting points, pupils make rapid progress in the Early Years Foundation Stage. Across the whole school, where children's progress is slower than expected, teachers know what needs to be done to help them make more rapid progress.

Across the school, teachers have secure subject knowledge. They plan well for the mixed age classes and ensure tasks are differentiated, either by task or by outcome. In religious education lessons, teachers use questioning effectively to identify where pupils are in their understanding. The religious education curriculum influences other curriculum areas, and all staff are committed to the value of religious education. They recognise the impact it has on the spiritual and moral development of pupils.

Religious education is resourced to the same level as other core subjects. Timetabling shows that religious education lessons are given a high priority. The implementation of the new *Religious Education Directory* has begun, with full implementation intended in line with diocesan recommendations. The experienced subject leader works closely with the head teacher to provide good support for staff in planning and assessing in religious education. This ensures that teaching of the subject is good across the whole school. Staff report they value this support and that it enables them to develop confidence in their teaching of religious education.

Collective worship

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

Collective worship 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

2

From a young age, pupils respond well to the experiences of prayer and liturgy provided by the school, joining in with prayers and singing. Scripture is used in every prayer and liturgy. This is either linked to the liturgical year or to themes covered in curriculum religious education lessons.

Pupils understand a rich variety of ways of praying that are part of the Catholic tradition. For example, pupils spoke to inspectors about praying the Stations of the Cross in the school grounds.

There is a clear policy on prayer and liturgy, which is followed by all staff. As a result, there is consistency of practice across the whole school with all involved using an agreed planning format. This ensures that pupils gather quietly, listen to the Word of God, respond and reflect, then go forth and share the gospel.

Older pupils work collaboratively with their peers and with teachers to plan and lead prayer and liturgy in school. They undertake liturgical ministries willingly and are able to evaluate the quality of the prayer and liturgy they have planned.

During inspection, pupils in Upper Key Stage 2 skilfully led prayer focused on the feast of Christ the King. They chose relevant scripture, wrote prayers of intercessions and sang a hymn to lead their peers to reflect on Christ, the servant the King. Across the whole school, pupils show reverence during times of prayer, gathering quietly and reflecting in

silence.

Pupils say they enjoy prayer and liturgy and are able to discuss what they have gained from it. Some are able to talk about the gospel message they will take forward, as they work in school or go home to their families.

The head teacher has worked hard to ensure staff are skilled in planning and leading prayer and liturgy, becoming models of good practice to the pupils. As a result, all staff take turns to lead whole school prayer and liturgy, bringing the school community together. They understand the liturgical year and use a range of resources, including images and music, to enhance the prayer life of their pupils. Relevant staff work well with families to include them in the prayer life of the school. The weekly newsletter, shared with families and on the school website, celebrates the prayer life of the school by sharing the gospel for the week ahead, enabling families to share in the prayer life of the school. One parent told inspectors, 'My son is able to share his knowledge of the gospels with us at home.'

Each class has a beautiful, inviting prayer space which reflects the liturgical year. These are well-resourced with cloths in the liturgical colours, bibles, and other religious artefacts and are used effectively for class prayer. Leaders have planned to create two permanent prayer spaces, one inside and one in the school grounds, to further enhance the prayer life of the school.

There have been several changes to the clergy in the parish in recent years. However, leaders work hard to maintain the good relationship with the parish to help pupils participate more fully in the liturgy. For example, pupils, staff and families regularly attend liturgies, Masses and other significant events, including on holy days, in the church, which is within close proximity.

Information about the school

Full name of school	Our Lady of Lourdes Catholic Primary School
School unique reference number (URN)	119618
Full postal address of the school	Kellet Road, Carnforth, LA5 9LS
School phone number	01524 732289
Name of head teacher or principal	Mrs Liz Kendall
Chair of governing board	Mr Edward Hart
School Website	https://www.olol.lancs.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3 to 11
Trustees	Lancaster Roman Catholic Diocesan Trustees Registered
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	2 - good

The inspection team

Jacqueline Hampson

Lead inspector

Alan Parry

Team inspector

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