

# Our Lady, Mother of the Saviour Catholic Primary School

URN: 111378

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

13–14 March 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

1

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

1

## What the school does well

- The inspirational and committed leadership of the headteacher and religious education lead permeates all areas of the Catholic life and mission, religious education and prayer and liturgy in the school.
- Our Lady, Mother of the Saviour, is an outstanding example of positive relationships at all levels.
- Staff provide the highest level of care and support for pupils and their families.
- Prayer and liturgy are integral to the daily life of the school.
- Pupils' behaviour, attitudes, and pride in their school is outstanding.

## What the school needs to improve

- With all stakeholders, review the mission statement to ensure that the whole school community understands it fully.
- Ensure that the high standards of presentation achieved by the majority of pupils are consistent across the school.
- Leaders and governors should ensure that the good practice in self-evaluation and action planning seen in religious education is also evident in, and has impact on, practice in Catholic life and mission, and 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

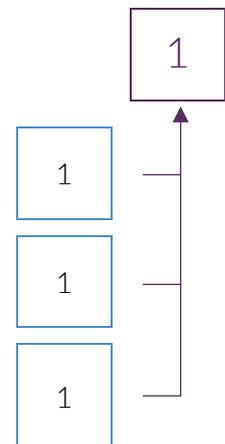
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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, Mother of the Saviour, is an outstanding school. Pupils understand the school's mission of 'Live, Love, Laugh and Learn together,' and live this out in their daily lives. They respond enthusiastically to the Gospel message, and strive to be 'Kind, Respectful and Honest', which is seen in their respect for themselves, each other and all whom they meet. Pupils express how they are deeply committed to their own faith and show respect for those of other faiths or none. Their behaviour is exemplary. Pupils flourish because they understand they are unique and loved by God. They know they are called to be true followers of Jesus and they take responsibility for helping those less fortunate than themselves, and in caring for our Common Home. For example, they willingly plan and lead activities such as 'Crazy Hair Day' to support this. They greatly appreciate the opportunities offered to them to take part in the Catholic mission of the school and undertake roles such as class captains, prayer leaders, buddies, and the school council. Pupils are aware of the mission statement, and their daily lives fulfil it, however, they cannot fully articulate how this influences all that is done in school.

The mission statement, inspired by the Gospel, is revisited every school year with pupils. Staff daily live out its message, in every aspect of school life. Relationships are a strength of the school where all are welcomed and nurtured. Staff are outstanding role models, providing the highest level of care for pupils. The bespoke support offered to individual children and their families demonstrates the lengths to which the school goes to meet everyone's needs. Pupils movingly share their personal stories and parents say Our Lady's is an 'amazing, happy school due to the teachers who are there for parents and children everyday'. This fully inclusive school welcomes and meets the needs of those of other faiths. Great thought has been given to the school environment and safe spaces, and pupils explain how they find comfort there. In classrooms,

and other areas, the school's Catholic identity and mission are witnessed and celebrated. Extensive opportunities for pupils and staff to develop spiritually and morally are provided. Staff report that 'Our Catholic life is the most important part of our school life and we aim to follow Our Lord and spread His word'. The relationships, sex, and health education programmes meet all statutory and diocesan requirements.

Inspirational leaders ensure that every aspect of school life joyfully reflects the Gospel message and the Church's mission in education. With the parish priest and parishioners, leaders and governors forge strong links with families. Parents are overwhelmingly positive about the school's support, including the opportunities offered for them to be involved in the faith life of their children. One comments, 'Our Lady's is an incredible school that involves the children and parents in everything that they do.' By their example, leaders engage pupils in putting Catholic social teaching into practice. All staff feel supported and valued. High emphasis is placed on professional development and staff engage readily, including in the coaching and mentoring approach used across the school. The whole school curriculum reflects the richness of the Catholic faith. Supportive and committed governors have a good knowledge of all areas of school life, evaluating the school's mission through termly governor days in school. The succinct, accurate, and strategic self-evaluation of the school by leaders drives improvements that further enhance the life and mission of the school. Improvement plans demonstrate impact and success. Pupils say they achieve improvements in the school by working with leaders and governors, who regularly and routinely listen to their ideas.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

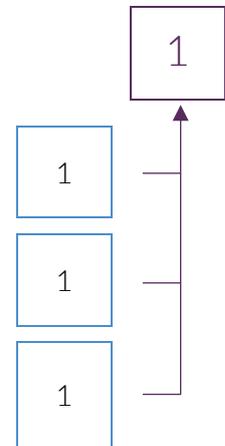
How well pupils achieve and enjoy their learning in religious education

#### 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 achieve well in religious education. Across the school, all groups of pupils make good progress, and very good progress from their starting points. Attainment is in line with other core subjects. Pupils' behaviour is outstanding. In lessons, their contributions demonstrate they know more, remember more, and do more because of the well-planned curriculum and their high levels of enjoyment. They are keen and eager learners and engage well in lessons. Self-assessment is part of every religious education lesson and pupils say they know how well they are doing and what they need to do to improve. They enjoy the opportunity to deepen their thinking. For instance, they talk in depth, reflecting spiritually and theologically about their learning and enjoy the red pen reflection tasks and discern questions. Pupils become more independent as they progress through the school, they so that, by Year 6, they confidently discuss and reflect on what they have learnt. The majority of pupils show pride in their work and produce work to a high standard. However, this is not consistent across the school. A parent comments. 'I am really happy our school is so inclusive, they teach R.E so all children understand.'

At Our Lady, Mother of the Saviour, teachers across the school have excellent subject knowledge and are confident practitioners. They know their pupils well, plan accurately to meet the needs of all pupils, and have high expectations for all. In lessons and in verbal and written feedback, teachers use highly effective questioning and adapt their teaching to ensure that pupils understand and deepen their learning. Time is given in lessons for pupils to reflect on their previous learning, and on their responses to what they have learnt, such as in red pen reflections, which provides pupils with opportunities to link what they have learnt to their daily experiences. Oral and written feedback to pupils links with learning objectives and supports pupils to understand what they need to do in order to improve. Leaders are currently working on ensuring that high expectations of presentation are consistent across all year groups. High quality

resources are used to enhance learning and teachers plan meticulously for a wide variety of engaging activities, ensuring all pupils have frequent opportunities to use various forms of expressing their learning. Other staff support pupils very well, this is evident in pupils' engagement in lessons and in their contributions to class discussions.

Leaders and governors ensure that religious education is given the highest priority in the school. It has full parity with other core subjects, for instance, in expertise, time and high-quality resources. It is compliant with the requirements of the *Religious Education Curriculum Directory*. The inspirational subject lead is rigorous in her drive to ensure teaching and learning in religious education is outstanding. Leaders' strong commitment to professional development encourages staff to access training courses such as 'Christ at the Centre', which enables them to develop their knowledge and practice. As a member of the diocesan working party, the subject lead is able to share her expertise beyond the school, for example, moderating with local cluster schools. The high priority given to religious education by leaders ensures there is a well sequenced curriculum that enables all groups of pupils to build on their knowledge and skills as they progress through the school. To enhance pupils' learning and engagement with religious education, leaders plan a comprehensive programme of enrichment activities, including external visitors, such as CAFOD. Governors participate in monitoring the delivery and impact of religious education, and support school leaders in planning and taking strategic actions to further develop the teaching of religious education.

## 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

Pupils play a full and active role in prayer and liturgy across the school; they write prayers, sing heartily, and observe times of prayerful silence. Pupils talk about the different ways they pray in church, school, and class, and demonstrate their active participation in planning and leading prayer and liturgy. Pupils explain how, 'as we get older, we take on more responsibility, and have more control over the planning and leading of the prayer'. They talk about how they choose appropriate scripture and meaningful resources to support their times of prayer. They can explain how they plan for differing times of the liturgical year and specific occasions, such as Advent and Lent. Pupils are confident and respectful in evaluating their own and others' prayer and liturgy. One pupil commented, 'There might be little things that could be better, but a peaceful place that makes me feel very connected with God, that's what matters.' Pupils are confident in making connections between their learning in religious education and in how they plan and lead prayer and liturgy. Pupils explain how prayer inspires them to take action and respond to the school and Church's mission, such as raising funds to support those in need.

Prayer and liturgy are central to the life of this school. Across the year, there is a wide range of prayer opportunities woven into the daily life and routines of the school. Pupils experience many of the Catholic prayer traditions and speak of their active participation in these. Scripture is placed at the heart of all prayer opportunities. Staff are skilled in supporting pupils in planning and leading prayer and initially support pupils in choosing relevant and meaningful scripture. Staff, including senior leaders, are models of outstanding practice. A well-planned progression of skills enables pupils to be confident leaders of prayer and liturgy by Year 6. Great thought is given to appropriate and uplifting music and hymns to support prayer and liturgy. Within the school and outside, there is a wealth of spaces dedicated to opportunities for prayer. These are in frequent use and are respected and well cared for. Parents are fully included and value the

regular invitations to participate in the prayer life of the school. One parent commented, 'The school is amazing and my little boy comes home telling us all he has learnt about Jesus. He loves doing his little prayers at home also.'

Prayer and liturgy at this school is outstanding. A comprehensive policy is understood and lived out by all. The experienced and inspirational headteacher, supported by the committed religious education lead, who is also the deputy head, have a clear plan for progression and participation, which supports staff and pupils to become confident leaders of high-quality prayer and liturgy. Careful planning with the parish priest provides opportunities to celebrate the Eucharist, First Sacraments, and other liturgies throughout the year. Access to the church, which is part of the school building, supports pupils and staff in understanding the liturgical resources used in prayer and liturgy and in developing a deep reverence for these. Professional development has a high priority, evidenced by the number of staff who participate in training offered by the diocese and the school. The outstanding practice demonstrated by leaders supports and develops staff and children in leading prayer and liturgy. Development of knowledge and skills through coaching and mentoring of staff is intrinsic to senior leaders' practice. Leaders and governors prioritise spending to ensure that prayer and liturgy has a high quality of resources available. Robust and rigorous monitoring and evaluation by leaders, including through pupil voice, results in continuing improvements in prayer and liturgy.

## Information about the school

Full name of school	Our Lady, Mother of the Saviour Catholic Primary School
School unique reference number (URN)	111378
School DfE Number (LAESTAB)	8763632
Full postal address of the school	Our Lady, Mother of the Saviour Catholic Primary School, Lapwing Grove, Palacefields, Runcorn, WA7 2TP
School phone number	01928711921
Headteacher	Janet Ward
Chair of Governors	Sheila Parhizgar
School Website	<a href="http://www.ourladysruncorn.halton.sch.uk">www.ourladysruncorn.halton.sch.uk</a>
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	5 July 2017
Previous denominational inspection grade	1

## The inspection team

Carol Morgan  
Susan Ralph

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

