

Our Lady of the Assumption Catholic Primary School

URN: 133337

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

06–07 November 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

1

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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Yes

Compliance statement

- The school is fully compliant with the requirements for the content of religious education and its curriculum as laid down by the Bishops Conference.
- The above compliance meets the requirements of the Archbishop of Liverpool.
- The school has responded fully to areas for improvement identified in the last inspection.

What the school does well

- Relationships at every level are an absolute strength; school is a warm, welcoming Catholic environment.
- Pupils' attitudes to learning, behaviour for learning and to prayer and liturgy are exemplary.
- There is a strong sense of community and belonging experienced by pupils and parents, who are proud to be part of the school family.
- Pastoral support for pupils, staff and families is an excellent sign of the living out the Catholic life and mission of the school.
- All stakeholders are outward looking, passionate and dedicated to moving the school forward.

What the school needs to improve

- Expand the website so that it includes and clearly reflects the great work undertaken throughout the school.
- Provide pupils with a wider range of creative strategies for responding to the religious education curriculum.
- Train pupils to develop their own leadership of prayer and worship.

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

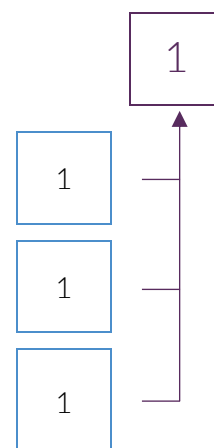
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



All members of Our Lady of the Assumption understand and fully embrace the school mission 'Believe, achieve and succeed'. The pupils were able to explain that if they believe in God and themselves, they will achieve and succeed. Our Lady of the Assumption is an affirming and welcoming Catholic community. Christ is at the heart of this school, which enriches the positive relationships that permeates across the whole community. Pupils feel happy, safe, loved and cared for. They have a strong sense of belonging and feel proud to be part of this school family. They have a respect for each other, their community and the wider world. The behaviour of the pupils in prayer and liturgy, in lessons and around the school is exemplary. Pupils are keen to take on a variety of roles and responsibilities provided by school. Catholic social teaching is a particular strength which is outward looking, and proactively finding exciting ways to help others. The *MacMillan* coffee morning and the choir regularly singing and raising money for *Zoe's Place* are living examples of this. Inclusivity is evident and all pupils know that they are unique, valued and treated equally.

Catholic life and mission underpin a lived sense of community. The mission statement has recently been reviewed and because of the involvement of governors, staff, parents and pupils it is fully understood and owned by all. '*Believe, achieve, succeed*' was carefully considered and is easily discussed and lived out by all. It is revisited with fidelity. Staff fully embrace the mission, and it is evident in the rich tapestry of the school environment, which provides a tangible witness to its Catholic life. Our Lady of the Assumption is faithful to the Word of God and excels at being deeply rooted within the local community. There is a lived culture of welcome that values and supports all without exception. All relationships are a consistently genuine and caring witness to faith. A member of staff commented 'Our light shines for everyone.' Staff provide the highest

level of pastoral care, illustrating what it means to be part of a loving Christian school family, which in turn is greatly appreciated by the families at home. Relationships, sex and health education is expertly planned and mapped across the school and meets all statutory requirements.

Leaders and governors are energised and passionate in their approach to the school's Catholic life and mission. They are inspirational witnesses to the Gospel, fully embracing the mission in exercising their duty as leaders of this Catholic school. The governing body has a dynamic presence and is highly ambitious in fulfilling its strategic role meticulously. Governors support archdiocesan priorities and lead by example in making a highly significant contribution. They fully support the headteacher's vision for Catholic life and mission. Partnership with parents is well established and greatly valued by all. The parish priest offers a plethora of support and is respected by all stakeholders. Parish links are well established, fruitful and flourishing. The leaders and governors truly embrace the principle that parents are the first educators of their children. School leadership is highly successful in engaging parents and carers. Families are overwhelmingly grateful for this. One parent commented 'There is a beautiful morality within the school.' Consequently, they are fully supportive of the philosophy and ethos of the senior leadership team.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

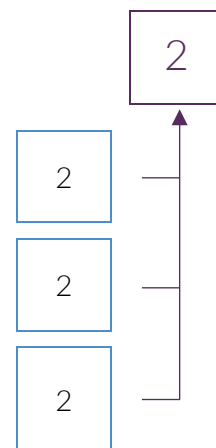
How well pupils achieve and enjoy their learning in religious education

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



Over time, pupils at Our Lady of the Assumption continue to develop a secure knowledge in religious education. This in turn informs their understanding and skills, which reflect the learning required by the *Religious Education Directory*. Pupils make good progress in knowing more and remembering more. Progress in religious education is in line with other core subjects. The skill of retrieval is well used to recall prior learning. The pupils are provided with quality vocabulary by all staff. Pupils are engaged in lessons and actively participate in their learning. It is very clear that they love to learn because a high priority is placed on quality teaching of religious education. Pupils would benefit from the increased acquisition of creative learning strategies. They can articulate their learning and are religiously literate according to age and stage. In Nursery, a child was using blocks to build a synagogue. Another child said it was a church. It was clear that the pupils enjoy their learning and demonstrated a passion and enthusiasm that was evident across the school. The presentation in pupils' books is to be celebrated. Pupils with special educational needs and disabilities are fully supported and included.

Teachers' subject knowledge is strong, and staff are clearly committed to the value of religious education. They are enthusiastic, growing in confidence and share a commitment to religious education. In lessons observed, teachers consolidated and extended pupils' knowledge and understanding. Teachers used and encouraged the use of quality, topic specific vocabulary, which the pupils used confidently and with accuracy. Teachers' lessons are well planned and well resourced, with some using real artefacts which motivated the pupils. Lessons were part of a progressive sequence; they were engaging and age appropriate. Teaching assistants were a real strength in supporting pupil learning. In most areas they were deployed effectively and worked with kindness and genuine care. Quality questioning was used by teachers, to gauge understanding and the rate of challenge for pupils. Pupils demonstrated religiously literacy when

discussing Judaism. They showed a respect and acceptance of different beliefs and religious practices.

Leaders and governors ensure that religious education is a faithful expression of the *Religious Education Directory*. They ensure that religious education is comparable to other core subjects in terms of professional development and timetabling. Currently the headteacher is leading religious education as the school awaits the appointment of a new coordinator. Leaders and governors have a clear vision for religious education and are driving for improvements over time. They are fully aware of the next steps required for progress in religious education. Pupils' needs are met, and monitoring of religious education ensures that religious education meets the needs of different groups of pupils. A range of enriching groups such as choir, *Eco Club* and *Live Simply* all provided to enhance pupil learning in religious education. Leaders and governors' self-evaluation is informed through monitoring, analysis and self-challenge. The self-evaluation of religious education, which is completed by a range of stake holders, is honest and effective.

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' responses to and participation in prayer and liturgy are exemplary. They are respectful, prayerful and reverent. They know that prayer is a fundamental part of the life of this school. The experience of living and working in a faith inspired community has a positive impact on the spiritual and moral development of pupils. They speak positively and with enthusiasm about their experiences of prayer and liturgy. One pupil commented 'I enjoy prayer and liturgy, it is a time to listen to God, to read scripture and reflect; it relaxes me.' It is evident that pupils have been exposed to a range of quality prayer experiences. Devotional areas around the school site which include the *Mary Garden* and the *Stations of the Cross* all offer opportunities for prayer and reflection. The pupils understand the value of stillness and silence, which enables them to reflect. A variety of *Go Forth* actions were observed, and these encourage the pupils to deepen their faith journey. A pupil commented 'You have to talk to God, or he gets sad.' The pupils do require more opportunities to develop their own leadership of prayer and worship.

Prayer and Liturgy is planned to follow the Liturgical Year. There is a natural pattern of prayer embedded across the school that includes traditional and modern prayer during daily worship. Prayer and liturgy is planned and celebrated, offering a wide range of experiences that included the breadth and richness of Catholic tradition. School continues to work hard to secure a flourishing partnership with the parish. The pupils regularly and actively celebrate Mass in church with the parish and this is clearly beneficial to all the community. The school actively promotes the parish family Masses. Pupils have taken part in an ecumenical service to pray for peace in the Middle East.

Prayer and liturgy is well led by the headteacher. He is an inspirational model of excellent practice in leading worship. Staff receive a level of support which helps all to grow in

confidence when delivering prayer and liturgy. The detailed policy for prayer and liturgy is clearly in practice. Leaders work together with other local Catholic schools to deliver a timetable to regularly celebrate the Eucharist. Leaders and governors have placed a high priority on providing bespoke opportunities and modelling of best practice. They have plans for continued professional development to maintain a secure skill set across amongst all staff. The school acknowledges that much progress has been made in this area with evident continued development and improvement. All staff realise the centrality of prayer and liturgy to the life of the school which is reflected in the budget and in the provision of resources.

Information about the school

Full name of school	Our Lady of the Assumption Catholic Primary School
School unique reference number (URN)	133337
School DfE Number (LAESTAB)	3412239
Full postal address of the school	Our Lady of the Assumption Catholic Primary School, Hedgefield Road, Belle Vale, Liverpool, L25 2RW
School phone number	001514879301
Headteacher	Martin Burke
Chair of governors	Samantha Dunning
School Website	www.ourladyoftheassumption.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 th February 2018
Previous denominational inspection grade	1

The inspection team

Joanne Harrison
Liam Richardson

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