



# Our Lady's Catholic Primary School

URN: 104459

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

19–20 November 2025

## 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 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

Fully

1

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school meets all requirements for religious education laid down by the Archbishop of Liverpool.
- The school has responded to all areas identified for improvement in the last inspection.

## What the school does well

- The leadership of Catholic life and mission, together with prayer and liturgy has ensured that staff are highly skilled in delivery and understand the distinctive nature of working in a Catholic school.
- There is a strong and tangible recognition of family and a real sense of warm welcome in this school, where the pupils take pride in serving others.
- The school uses innovative ways of engaging parents, and as a result, they engage positively with high levels of attendance at all events.
- Respectful and caring relationships permeate the school and underpin the high level of exemplary behaviour and engagement in religious education lessons.
- The religious education curriculum is well-resourced and carefully delivered with respect for teachers' workloads.

## What the school needs to improve

- Leaders and governors should continue the increasing involvement of pupils in reviewing the impact of the school's Catholic life, mission, 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



Catholic life and mission is the golden thread running through all aspects of life at Our Lady's Catholic Primary School. The lived culture of the environment is a tangible expression of a caring community with Christ at its heart. Pupils and parents articulate a clear understanding of how much they are valued and speak confidently about how they feel happy, safe and loved. Furthermore, all members of the school community value their Catholic life and mission and can tell its unique story as part of the local and universal Church. Pupils flourish by making a strong practical contribution to Catholic social teaching through the extensive charity which is evident in their ambassador work with Mary's Meals, fundraising for Cafod and the Time for Bed fundraising event. As one governor recognised, 'We are school that has social conscience with Catholic ethos.' The pupils truly reach out to all with Jesus in their hearts and minds. Through their very strong relationships with each other and with adults, and their exemplary behaviour, they show deep respect for their own and other's personal dignity and beliefs. Consequently, pupils of other faiths and cultures feel they belong and can thrive.

Following the recently reviewed mission statement, the strong Catholic mission of the school has been further enriched and lived as an inspiration to all. This is rooted in every aspect of school life. Consequently, Our Lady's excels at being a faith community based on strong Catholic practice. Staff speak confidently about the impact of the mission on maintaining a joyful community where inclusivity is tangible. Staff state they feel 'loved'. For parents, 'Staff are fantastic role models for children.' Staff are investors in extra-curricular activities and wrap around care which is valued by pupils and parents and focussed on the most vulnerable. There are explicit signs of Catholicity and faith throughout the school. Pupils and staff appreciate and use the prayer tables, the prayer wall and garden. Scripture quotes adorn the walls to remind

the community of its distinctive purpose. The provision for relationships, sex and health education is carefully planned, adapted to meet individual needs and fulfils canonical and statutory requirements. Furthermore, the investment in a specialist teacher shows the school's commitment to the education of the whole person. Leaders articulate the combined mission of the Church through the home, school and parish, namely Christ at the centre of all that takes place.

The development of Catholic life and mission is at the centre of the school's strategic improvement plan and recognised as a core leadership responsibility. Leaders, governors and staff engage with the archdiocese for network events and professional development. The parish priest supports the school and is a regular presence. Parents are extremely supportive of the school's mission and appreciate the impact this has on the development of their children. Leaders are extremely aware of the Church's preferential option for the poor. Their decision-making processes, resources, time and energy are allocated to supporting the vulnerable, through charitable activity and practical support. This is further embedded by the often-hidden generosity of staff. Staff talk of the excellent pastoral support for them which is shown in low staff turnover and a strong sense of teamwork. They welcome the professional development offered. The Catholic curriculum is at the school's core and there are cross curricular links with religious education. Governors' contribution to the strategic direction Catholic life is strong, and the school will benefit further in its continued self-evaluation, especially by maintaining the pupils' increasing contribution to this process.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

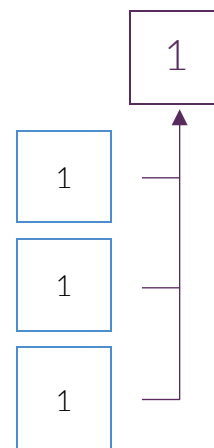
How well pupils achieve and enjoy their learning in religious education

#### 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 benefit from consistently strong teaching in religious education. They engage in a variety of activities that enable them to reflect and draw deeper meaning from their learning. For example, pupils were able to speak about the similarities and differences in the nativity accounts of Matthew and Luke, and they could further suggest some reasons. Consequently, outcomes are often better than in other core curriculum areas. Pupils make consistently good progress, including those with special educational needs and/or disabilities who achieve the best possible outcomes for their age, stage and ability. The pupils reflect ethically and theologically and articulate a spirituality that focuses on the service of others. This is expressed through conversation, action within the school community and their work in class; one example being pupil conversations during a class's role play on hopeful waiting. Pupils confidently recall previous learning and its application to their own lives. Work produced is of a high standard reflecting increasing knowledge, understanding and skills. The pupils' exemplary behaviour in lessons reflects their high levels of engagement and enjoyment of religious education because their teachers plan interesting lessons which build upon prior learning.

The Religious Education Directory is used with highly developing skills and confidence. This is enabling teachers to consolidate and extend pupils learning so that they gain deep understanding in religious education. Teaching assistants are enthusiastic and effectively deployed to provide in-depth support the learning process. Careful questioning and purposeful time enable pupils to reflect deeply, remain engaged and ensure the development of their religious literacy. The youngest pupils were particularly articulate at recalling key points in the life of Mary such as the annunciation and visitation. This standard of recall was typical throughout the inspection. Teaching is sensitively adapted to ensure pupils are included and make progress in their learning. The efficient use of resources enables extended learning, for

example, the consistent use of the Golden Box to reinforce key elements of what is being taught. Creative examples are abundant and during inspection included the use of puppets in role-play to encourage pupils to reflect on the conversation between Mary and Elizabeth. Teachers feedback in books is evident. The most effective strategy for bringing about pupils' progress in skills and understanding, is purposeful and open-ended questioning. This is abundant in religious education lessons, allowing staff to adapt explanations for their pupils and encourage deeper responses.

Leaders and governors ensure that religious education is the core subject, and all expectations of the Religious Education Directory are fulfilled. These expectations include thoughtful and thorough planning, supported by training from the school and the archdiocese. Religious education is well resourced and is given high status in terms of timetabling and staffing. The religious education staff, headteacher and deputy headteacher are enthusiastic and wholeheartedly committed to this subject. They are active in ensuring consistency in standards, approaches and assessment. Teachers new to the school feel very well supported. There is a full calendar of monitoring activities, which is shared with staff at the beginning of each school year, and includes teacher reflection on what works well. The results of monitoring help to support teachers and celebrate good practice. The status of religious education is emphasized by its prioritised placement in school reports and development plans. Minutes of governors' meetings indicate their receipt of reports and data that is scrutinized to ensure all groups of pupils are making progress. School leaders and governors evaluate religious education and plan actions to further improve practice. Whilst governors are generous and committed, more training would further enrich their existing levels of support.

## 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 thoroughly enjoy all prayer and liturgy opportunities provided by the school. They demonstrate full, active and conscious participation and are willing to take part in ministries such as preparing focus tables or reading the scriptures. In observed acts of worship, pupils reflected in prayerful silence on the scripture shared and on symbols used. Pupils engaged in singing using simple repetitive songs for younger children and hymns from a range of Christian traditions for older pupils. This typified the school's regular practice in prayer and liturgy. Across the whole school these songs were accompanied by actions, including in one class British Sign Language. Pupils know traditional prayers and responses that reflect the Catholic tradition. One pupil identified an element of their prayer as a litany. They understand the pattern and rhythm of the liturgical year and speak about their celebration of major feasts and seasons and how these are expressed in their life of prayer. Older pupils are involved in the planning of prayer for their class under guidance from highly skilled staff. Pupils demonstrate confidence when they talk about prayer influencing their lives, actions and behaviours. For example, pupils in the reception class shared how they could show God's love to others.

Prayer and liturgy is central to school life. This is emphasised by the daily recitation of lunchtime and home time prayers. There is a high level of staff skill which reflects the strong professional development strategy to build up participation and maturity in the use of prayer. Scripture is at the heart of prayer and liturgy. Passages are well chosen and adapted to be age-appropriate to enable all present to fully engage. Provision is planned so that all can actively participate, including parents, staff and governors, who are regularly invited to prayer and liturgy which includes Mass in school and class-led Stay and Pray each half term. Prayer and liturgy utilises the traditions of the Church including traditional prayers, litanies and rituals, such as signing ourselves at the proclamation of the Gospel. Calming background music is used skilfully to create

a prayerful and serene atmosphere. Hymns and songs are sometimes used, and pupils enjoy singing with enthusiasm. Welcoming prayer spaces are provided and well-used such as the prayer garden, the prayer wall and focus tables within classrooms. Pupils use these spontaneously in their own life of prayer. Pupils spoke about how these areas help them to pray. One pupil relished the opportunities provided, saying, 'I can be quiet and pray for my family.'

The prayer and liturgy policy is sensitively formulated, fit for purpose and effectively supports staff in its delivery across school. Leaders and governors ensure there is a comprehensive school calendar which provides regular opportunities to celebrate the Eucharist, reconciliation and significant feast days. These are frequent and in line with the liturgical year. Through the consistent delivery and strength of prayer, liturgy and worship, it is evident there has been a high priority placed on inspirational professional development. Leaders have a strong understanding of the broad range of ways of praying and, where age appropriate, effectively model the use of liturgical resources. Staff are becoming increasingly highly skilled in liturgical practice. Leaders assist others through useful and relevant resources to plan, model and lead thoughtful prayer and liturgy. There has been significant investment in the promotion of prayer and liturgy and as a result, pupils benefit from a high-quality experience from well-trained and committed staff. Effective monitoring and evaluation take place and the process is led by leaders, governors and staff, with increasing involvement of pupils.



## Information about the school

Full name of school	Our Lady's Catholic Primary School
School unique reference number (URN)	104459
School DfE Number (LAESTAB)	3403314
Full postal address of the school	Ward Street, Prescot, Merseyside, L34 6JJ
School phone number	01514778220
Executive headteacher	Not applicable
Headteacher	Angela Sutton
Chair of governors	Anna Houghton
School Website	<a href="http://www.ourladysprescot.com">www.ourladysprescot.com</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Not applicable
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Choose an item.
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2019
Previous denominational inspection grade	1

## The inspection team

Alan Saunders  
Alison Rigby

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