

Our Lady of Lourdes Roman Catholic Primary School

URN: 105245

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

11–12 June 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

Religious education (p.5)

The quality of curriculum religious education

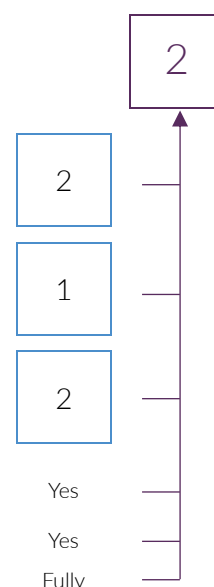
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

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

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



Compliance statement

- The school is fully compliant in relation to the general norms for religious education laid down by the Bishops' conference, and timetables religious education for 10% of curriculum time.
- There are no additional requirements set by the bishop for primary schools in the Diocese of Salford.
- The school has responded fully to all areas of improvement noted in the previous Section 48 report.

What the school does well

- The School offers an outstanding curriculum, which leads to attainment in all year groups that is significantly above national expectations.
- All pupils are highly valued at Our Lady of Lourdes and are given the opportunity to live out the School's mission where they 'can do great things with God's love'.
- Pupils speak fluently and confidently about what they have learned and ask incisive questions, showing a desire to deepen their religious learning.
- Staff, especially leaders, are exemplary role models through their relationships with each other and the love they show for pupils.
- Pupils at Our Lady of Lourdes show that they are made in the image and likeness of God through demonstrating a deep respect for themselves and others. Their behaviour is exemplary and pupils strive at all times to give their absolute best.

What the school needs to improve

- Leaders, including Governors, should regularly evaluate the quality and impact of religious education lessons at Our Lady of Lourdes, ensuring this is embedded in the annual cycle of self-evaluation and leads to planned improvements.
- Leaders must take further steps to strengthen partnerships between the school, parents, local community and the local parish, ensuring this is central to the Catholic life and mission of the school.
- Targeted professional development for leaders, and all staff, results in consistently outstanding outcomes 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

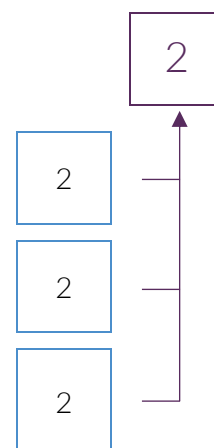
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils at Our Lady of Lourdes are proud of the Catholic identity of their school and they recognise their mission that they 'can do great things with God's love.' Pupils are very happy in this school and they feel very confident, secure and loved by every member of staff. Pupils seek opportunities to follow the example of Jesus in their everyday lives, and as a result of this, behaviour, engagement and a love of learning throughout the school are evident in all elements of school life. Pupils have a deep level of respect for their own personal dignity and that of others. One child stated, 'The best thing about our school is, we are a democracy, everyone has a chance to say what they feel. We make decisions together. We all have a voice.' Pupils are beginning to recognise the role that they have in responding to the demands of Catholic social teaching and they are beginning to recognise the impact that their actions have upon others. Pupils now need to have a deeper understanding of the theology that underpins their actions. Where pupils are given the opportunity to be leaders in the school, they are proud of their roles and strive to give of their best. The school should look to develop these roles further and with a wider range of children.

The school's mission statement is a clear statement of intent that is followed, regularly visited and witnessed throughout the school. This underpins the intent and actions that are taken with every decision within the school. Many parents spoke of the welcome and support that they feel they receive from the school, however the school should take steps to ensure that all parents feel they are effectively supported by the school and that they receive carefully formulated information regarding the progress that their children are making in religious education. The school celebrates children and families from a variety of cultures and beliefs and they feel welcomed within the school community. Staff are exemplary role models for the children who

consistently bear witness to the school's Catholic life and mission who are determined to give of their absolute best. Their love for their children and their school emanates in all that they do. The school offers a wide range of well planned and effective opportunities for the spiritual and moral development of pupils and staff. The provision for Relationships (Sex) Health Education meets the diocesan requirements.

Leaders and governors are committed to placing Christ at the heart of school life. Christ is truly at the heart of all that they do and in each decision that is taken. The development of this is seen as a core leadership responsibility and is regularly visited at all levels of leadership within the school. All school policies and procedures clearly reflect the Catholic identity, charism and mission of the school. The school looks to promote effective relationships with the local parish but should now look at how this partnership can be further developed and enhanced. Leaders and governors are inspirational exemplars in their respect for the dignity of workers and they are determined to provide the highest levels of pastoral, physical and emotional support care for staff. This is fully recognised and appreciated by members of staff. Governors recognise the importance of the development of Catholic life and mission and this is examined regularly by the governing body who are committed in their support of the further development of the school. While there is some evidence of self-evaluation, a more strategic approach is needed to identify areas for growth and ensure continuous improvement in Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

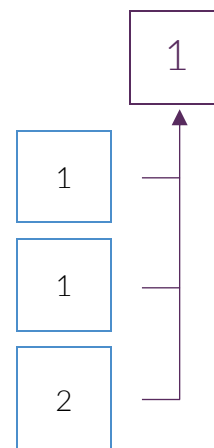
How well pupils achieve and enjoy their learning in religious education

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



The provision and outcomes for religious education at Our Lady of Lourdes is outstanding. Pupils have excellent levels of knowledge and they regularly demonstrate the knowledge, understanding and skills required by the *Religious Education Curriculum Directory*. Clear evidence was seen that pupils consistently make at least good progress and outcomes are consistently above age related expectations in all classes. This has been sustained over a three year period. Pupils are well engaged in their learning and their attitude to learning in all lessons was consistently outstanding. Pupils regularly have the opportunity to reflect upon their learning and to question how this affects their daily lives. Pupils regularly ask incisive questions of their peers and of adults which leads to a further deepening of their learning and understanding. Pupils are curious, interested learners but would benefit from a wider range of opportunities to be able to show independence in their learning. Teachers have high expectations from their pupils which leads to work being produced which is consistently of a high quality. Pupils speak about their learning with interest and passion and speak about religious education being ‘fun, exciting and a chance to learn how we can be more like Jesus every day’.

Staff have a strong subject knowledge and demonstrate a consistent teaching expertise appropriate to the age and experience of the pupils. They consistently demonstrate a deep commitment to the teaching of religious education and this has a clear priority within Our Lady of Lourdes. The planning of lessons is closely linked to the individual child and leads to pupil knowledge being consistently challenged and extended leading to outstanding attainment. The *Come and See* learning materials have been well adapted to suit the needs of the children and are used consistently throughout the school. Behaviour in lessons, and throughout the school, is outstanding and pupils show a high level of respect and love towards one another. Although pupils sometimes found it difficult to articulate what they need to do in order to improve their

learning, skilful teaching results in consistent progression. Pupils are regularly given opportunity to reflect upon the impact that their religious education has upon their daily lives and many pupils were able to speak about the profound impact that their learning has had upon them. There are good quality resources available which are used effectively to optimise learning for most pupils.

Leaders and governors ensure that religious education has a consistently high priority within the school including professional development, resourcing, timetabling and staffing. There is clear evidence of a commitment to securing regular and effective professional development for all practitioners to ensure consistent development in subject knowledge and application. The subject leader has a clear vision for teaching and learning and a good level of expertise in securing this vision. Further development is required in knowing how pupils are making progress and the steps required to ensure that progress is maintained for every pupil related to their individual starting points. Leaders have effectively planned a curriculum which ensures that demand is increased as learners' progress and builds upon the prior knowledge of pupils. Leaders ensure that pupils are provided with enrichment activities that enhance pupil learning. Leaders undertake a range of self-evaluation activities which supports the overall outstanding outcomes in the provision of religious education. Leaders should celebrate more the achievements for all within religious education and ensure that they recognise all steps taken which are leading to the overall outstanding outcomes in 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

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 are active and conscious participants in the prayer life of Our Lady of Lourdes. They understand and recognise a variety of ways of praying that are appropriate to their age and understanding. Scripture is used effectively and matched to the liturgical year. There is growing evidence that pupils are working well with others to prepare engaging experiences of prayer and liturgy. Pupils are beginning to be able to more effectively evaluate their experience of prayer and liturgy. Pupils are able to articulate how their prayers are linked to their school curriculum and also to their own needs and those of the wider community. Pupils can give some examples as to how their prayers have led to actions. The experience of prayer and liturgy throughout the school is seen as a special time shared by pupils and staff alike which demonstrates reverence and importance for this dedicated time in the school.

Pupils are generally able to identify how prayer and liturgy are used throughout the school day. There are many examples as to how significant moments within the school life are identified and celebrated in prayer. Most pupils are able to speak about when they pray but require further clarity upon why they pray and the impact that their individual prayer can have for themselves and for others. The use of scripture is carefully planned for all classes and this links consistently with the annual plan of provision which is clearly understood and followed by all members of staff. Staff join together with pupils in prayer willingly and are inspiring models of practice to their pupils. Where appropriate, pupils are involved in the planning of prayer and liturgy however this is not yet fully embedded in all classes. Music enhances prayer and liturgy for participants. Pupils sing with gusto and enthusiasm and are able to connect music choices to the theme of their liturgy. Staff ensure that classroom spaces are set up to provide an area for prayer to be celebrated. Further consideration should be made as to how to further enhance the prominence of prayer spaces within each available space in the school. There are some examples of parents

being invited to participate in the prayer life of the school however this requires further development to ensure that every parent feel welcomed and partners with the school in the prayer life of their children.

Leaders have recently updated their prayer policy to ensure that this is well formulated and fit for purpose. This is based around the expectations of the updated prayer directory. The policy is clearly followed by staff and leads to consistent expectations for prayer and liturgy throughout the school. A clear calendar and timetable are in place to offer the opportunity to attend Mass and the Sacrament of Reconciliation. Leaders are recognising the differing levels and skills of pupils and have begun to implement a strategy for building up the skills of pupils as they progress throughout the school. Staff feel that they are well supported by leaders in their professional development, particularly those who are less experienced in delivering prayer and liturgy. This is leading to a growing confidence for all staff to be able to provide prayer and liturgy opportunities that are engaging, of a high quality and accessible and relevant to pupils. To achieve outstanding, pupils must be more involved in the planning and leading of worship, and systematic evaluation involving all stakeholders should be further developed. Suitable resources are available to support prayer and liturgy and this is supported by a well allocated budget.

Information about the school

Full name of school	Our Lady of Lourdes Roman Catholic Primary School
School unique reference number (URN)	105245
School DfE Number (LAESTAB)	3503362
Full postal address of the school	Our Lady of Lourdes Roman Catholic Primary School, Beech Avenue, Farnworth, Bolton, BL4 0BP
School phone number	01204333181
Headteacher	Linda Chadwick
Chair of governors	Maureen Longworth
School Website	www.ourlady.bolton.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	29 March 2017
Previous denominational inspection grade	Good

The inspection team

Carl McIver
Lisa Corrigan

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