



Our Lady of Lourdes Catholic Primary School Shotton

URN: 148788

Catholic Schools Inspectorate report on behalf of Bishop Stephen Wright, Diocese of Hexham and Newcastle
06–07 November 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 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

- Our Lady of Lourdes Catholic school is fully compliant in relation to the general norms for religious education laid down by the Bishops' conference.
- Our Lady of Lourdes Catholic school is fully compliant with the requirements of the diocesan bishop.
- Our Lady of Lourdes catholic school is fully compliant in addressing its areas for improvement.

What the school does well

- Leaders and governors are wholly committed to ensuring that Christ is at the centre of all aspects of school life. Due to this, the school's mission statement is integral to the day-to-day life of the school. Pupils recognise and celebrate each other's uniqueness making the school a very inclusive place to be.
- Pupils' behaviour is outstanding, and they are very respectful to each other and are proud of their school.
- Pupils fully embrace the Catholic life of the school; they value greatly the opportunities they are given and have a deep sense of their own self-worth.
- There are many rich and varied opportunities for pupils and staff to participate and lead prayer.
- Pupils are exceptionally well engaged and discuss a love for religious education lessons.

What the school needs to improve

- To secure pupils understanding of catholic social teaching principles in relation to church's teachings so that they can take a leading role across school.
- To enable pupils to articulate their learning and know how they have made progress.

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



The relationships between staff and pupils within the school is one built on mutual respect with Christ at the centre of the whole school. Due to this, the behaviour of pupils is outstanding. They really care for one another and can talk about how unique and special everyone is. This results in a very inclusive school where everyone can thrive. Pupils regularly get the opportunity to take on leadership roles within prayer and school events and these include Mini Vinnies, prayer leaders and pupil voice groups. These have been central to the shaping and formation of the Catholic mission of the school. Pupils have been developing their understanding of Catholic social teaching and have been given opportunities to help others in the local and global communities. Children discussed with great enthusiasm their work supporting the local miners' homes through harvest food bags, their work raising money for Cafod and donations of food for those in greatest need. Through these experiences children are aware of the service they can give to their local community. However, pupils do not yet take full ownership of their mission.

Pupils can discuss the schools mission statement, 'As unique children of God we love, learn, grow and inspire. Let your light shine,' and how and why this needs to be lived out in everyday school and home life. Pupils take great pride in their school and can discuss how it is so important to their school community that everyone is welcome. Through the pupils' understanding of the lived-out gospel values, the inclusivity of the school is a real strength. The staff are exemplary role models for the pupils to aspire to. The pastoral care and support provided by the school enable all pupils to thrive in a nurturing and safe environment. Staff show an overwhelming commitment to ensuring the uniqueness of each child is supported and developed. Pupils talk about how much they love being part of the school and one child said, 'We are unique, no one is like any other. God made us so we must all love one another. I love our school because of this.'

Pupils show through their everyday actions that the school's mission is integral to their school day and the value of supporting others in their everyday life.

Leaders, staff and governors have worked incredibly hard with passion and commitment to ensure that pupils understand their role in the Church's mission. Leaders are very well supported and challenged by governors in ensuring that the Catholic life and mission of the school is truly embedded and not just a set of additional tasks. Parents happily discuss the highest level of pastoral care with one parent saying, 'My child has always been treated as an individual and I really appreciate the help the school gives us as a family.' Parents know that their children are safe and cared for. This care is demonstrated by the way in which every child is known and greeted each day. The school environment witnesses to the Church's liturgical year through religious displays, interactive indoor and outdoor focal points, the prayer room and classroom/corridor prayer areas. All leaders are inspirational role models, creating a highly supportive culture, where the well-being of all staff and pupils is of paramount importance resulting in an ethos of mutual respect and growth.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

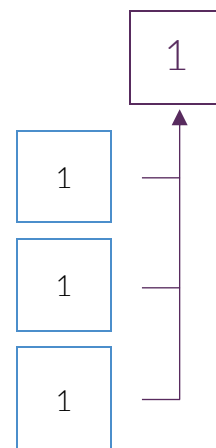
How well pupils achieve and enjoy their learning in religious education

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 at this school. Through skilful questioning from teaching staff, pupils can demonstrate very good subject knowledge and understanding in religious education lessons. From variable starting points, pupils make at least good progress in each key stage with no significant variation between groups of learners. This leads to outcomes that are higher than in other subjects nationally. Pupils are exceptionally well engaged and discuss a love for religious education lessons. Most pupils produce written work of a high standard with excellent presentation and content; they take pride in their work. As pupils progress through the school, they are able to skilfully use many resources to develop links to their learning. Some pupils could talk in detail about the Sacrament of Marriage and make links to other sacraments and the importance and sacredness of the signs and symbols that are linked to them. However, not all pupils could, effectively articulate their learning or discuss how they know how to make progress.

Teachers and teaching assistants have strong subject knowledge which has been well developed through excellent professional development in school and from support provided by Bishop Chadwick Catholic Education Trust (BCCET). Staff expectations for all learners are very high and due to this pupils' participation, engagement and excitement for religious education in classroom settings is exceptional. Teachers make excellent use of questioning to respond to each pupil's level of understanding. They ensure that lessons are planned well and pitched to the age groups and abilities of all the pupils in their classes. Teaching assistants ensure pupils are well supported with their learning, but also enabling their independence whilst promoting thinking skills. Lessons are adapted to meet all pupils' unique needs and are fully inclusive of all. Teachers provide well-matched and timely feedback and pupils have opportunities to respond to this by improving their work. Where feedback is most effective, it enables pupils to move their

learning on, to extend their knowledge or to be challenged further. School leaders effectively target actions to support newer staff to ensure that consistently high-quality teaching and learning is evidenced across all year groups. There is strong evidence that this support is enabling improvements in the consistency of delivery so that all staff feel well equipped to teach effectively.

Leaders and governors understand the vital importance of religious education in the spiritual and moral development of pupils and ensure a high status is given to the subject. Links have been made between religious education and other areas of the curriculum. For example, pupils develop their knowledge of Catholic social teaching through learning about why global support is needed in subjects such as geography. Leaders across the federation have worked together to ensure that effective cross collaboration with moderation and professional development raises expectations and standards in religious education. Leaders have ensured that the curriculum meets the requirements of the Religious Education Curriculum Directory and that it is given as high a status as other core subjects in terms of funding and resourcing. Leaders are committed to providing training of the highest quality and ensure that all staff are supported in teaching this subject well. Leaders, including governors and BCCET, use a variety of approaches to monitor the effectiveness of the school's work and have a clear and thorough understanding of the school's strengths and areas for further development. Governors hold school leaders to account and provide effective challenge to ensure that religious education remains at the core and is the heart of the school's purpose.

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

Prayer is offered across school in many different forms and pupils are offered a very rich and creative prayer life. As pupils journey through school, they are given greater responsibility to lead prayer and they relish these opportunities. Pupil-led prayer is creative, thoughtful and they are very skilled in leading this. All pupils participate with enthusiasm, reverence and respect. The use of creative approaches such as music, video and liturgical dance enhance prayer ensuring its accessibility for all. Excellent use is made of the prayer room which is open for everyone to access. Prayer spaces in classrooms, hallways and the wider school are cherished and seen as an integral part of the fabric of the school. Pupils take great pride in their celebrations of the word at school or Mass in the parish church with the school community. Prayer is the heartbeat of this school. Furthermore, pupils discuss the importance of prayer in their school and home lives. One child said, 'When you feel lost or afraid it's just what you need. If you pray you are with God and Jesus. You are never alone.'

Staff have received high quality professional development in collective worship and are exemplary role models for everyone in the school community. Scripture is at the centre of all prayer times and used to appropriately reflect the liturgical year. Well-planned opportunities by staff for pupils to pray allows a deeper understanding and scaffolds pupils' thinking on their own faith journey. This includes many roles offered to pupils in leading prayer and liturgy alongside the creative approaches they experience in school daily. In addition, pupils discuss how they really value the opportunities that are provided for them, to help them to grow spiritually and morally. All staff take pride in the provision and have ensured a well-embedded and very effective programme that allows all pupils, regardless of ability or background, to feel included and valued. Staff know and discuss that the prayer and liturgy experiences offered to pupils, allow a deeper connect with their place, value and importance in today's world.

School leaders are excellent role models in leading prayer and liturgy, enabling teachers and support staff to develop their skills to the same high standards. The school calendar is well-planned and reflects the cycle of the liturgical year, seasons and feasts. School leaders have a secure understanding of high-quality prayer and ensure that prayer and worship have a clear purpose and message. Furthermore, school leaders, governors and the priest from the neighbouring parish demonstrate the strongest commitment to ensuring that Mass is a regular and prominent aspect of school life. The formation of staff and leaders is given the highest of priorities and effective training enables the provision to be of an excellent standard. Thorough induction processes help to support new staff develop their skills and knowledge. This leads to staff being confident in leading prayer and liturgy themselves. The local governing committee is active in its commitment to the prayer life of the school. Governors frequently attend worship. As a result, this enables them to witness the excellent provision. The views of pupils and parents are gathered regularly, and these help the school to know how well it is doing. Formal and informal methods of monitoring by the school and BCCET ensure the school's provision is of high quality.

Information about the school

Full name of school	Our Lady of Lourdes Catholic Primary School
School unique reference number (URN)	148788
School DfE Number (LAESTAB)	8403504
Full postal address of the school	Our Lady of Lourdes Catholic Primary School, Fleming Field, Shotton, Durham, DH6 2JQ
School phone number	01915261531
Headteacher	Lisa Ashton
Chair of governors	Paul Francis
School Website	http://www.ourladyoflourdes.durham.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Chadwick Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	2

The inspection team

Sonia Fraser
Jane Weatherall

Lead Inspector
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