



# Our Lady Immaculate Catholic Primary School

URN: 104638

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

26–27 September 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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

## Compliance statement

- The school is fully compliant with the teaching of religious education and other faiths as laid down by the Bishops Conference.
- The school is fully compliant with the additional requirements of the archdiocesan bishop.
- The school has fully addressed areas identified for improvement in the previous Section 48 inspection.

## What the school does well

- Leaders, governors, and staff are wholeheartedly dedicated to the school's mission. Every member of the school community actively demonstrate works of mercy in service to others, truly embodying the belief of seeing Christ in everyone.
- The school ethos permeates every aspect of life, creating an environment where pupils feel they belong and are safe, secure, and loved.
- High-quality teaching, delivered by enthusiastic teachers, fosters strong pupil progress and achievement.
- The prayer life of the school is deeply enriched by the high-quality resources and thoughtfully designed prayer spaces, both within and around the school.
- Staff uphold high standards of behaviour and serve as exemplary role models of mutual respect and forgiveness. As a result, the pupils are confident, enthusiastic, and inspired to act as disciples of Jesus in serving others.

## What the school needs to improve

- Construct assessment for learning strategies which include empowering pupils to ask their own questions and encourage their active engagement; so giving pupils ownership of their learning, and providing teachers with valuable insights into pupils' understanding and areas for further support.
- Enrich further the opportunities for pupils to lead and evaluate their own prayer and liturgy experiences by encouraging them to take active roles not only in planning but also in delivering, evaluating and reflecting on 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**

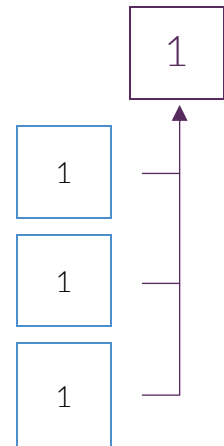
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



At Our Lady Immaculate, there is a sense of belonging, where the entire school community fully embraces and lives out the mission, "One family living and learning together in faith." This mission is reflected in every aspect of school life, with 'family' and 'Christ' placed at the heart of all actions. Pupils know they are loved, cared for, safe, and treated with respect and dignity. This provides a nurturing environment that truly, 'feels like a family.' This deep sense of belonging and inclusivity resonates with everyone in the community. Pupils speak confidently about celebrating differences, whether in faith, neurodiversity, or abilities, so highlighting the school's commitment to inclusion. They also understand the importance of forgiveness through the 'reflect, rebuild, repair' initiative, which helps maintain and restore friendships. Pupils speak passionately about Catholic social teaching, recognising their responsibility to help those less fortunate, both locally and globally. They are given numerous opportunities to embody discipleship by serving others through the leadership roles within the school, including the chaplaincy group, school council, eco council, playground leaders, and the Faith in Action initiative. These roles allow pupils to actively contribute to the school's mission and the broader community.

One staff member described the school's mission by stating, "For our families, we are the fourth emergency service." This statement captures the exceptional level of pastoral care provided by the school. Staff are wholeheartedly committed to the school's distinctive ethos, consistently going "above and beyond," especially during times of crisis, always asking themselves, "What can we do to help?" They embody Gospel values, serving as exemplary role models by truly 'seeing Christ in everyone,' as stated on the school's website. Support for pupils who may have experienced bereavement or loss is offered through the Rainbows and Sunbeams programme.

As a designated 'school of sanctuary,' inclusivity is a strength, with pupils of all faiths actively participating in school life. The celebration of events such as 'Mother Tongue Day' demonstrates the school's commitment to celebrating diversity. Books and resources have been purchased in multiple languages to reflect the community's rich cultural tapestry. The school has made global connections with 'The Nest' in Nairobi, offering donated uniforms and shoes to this charitable cause. Additionally, the school also donates to charities such as CAFOD, MacMillan, Children in Need and local foodbanks. Provision for relationships, sex and health education meets archdiocesan statutory requirements, is well planned, coherent and evidenced.

Guided by the mission statement, all leaders are deeply committed to serving the school, as well as the local and global community through the acts of mercy that are borne out of genuine love and compassion. The school maintains a strong connection with the parish. The parish priest explained, "We represent the landscape we serve." Additionally, the school's membership of the local cluster of religious education leads, provides valuable support to the leadership team in enabling its active engagement with other archdiocesan schools. The religious education link governor works closely with senior leaders and has a thorough understanding of the school. Governors place high importance on the well-being of staff, and strong relationships at all levels are a key strength of the school, evidenced by the low turnover of staff and generations of families. The school is fully engaged with the archdiocese, and the chair of governors is enthusiastic about undertaking training to further enhance his role. This will further reinforce the school's ongoing commitment to the growth and ongoing development of its Catholic life and mission.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

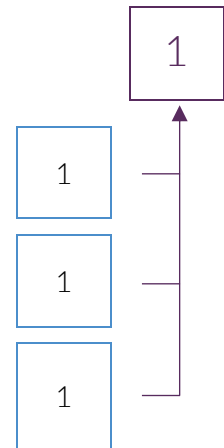
How well pupils achieve and enjoy their learning in religious education

**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



High-quality teaching and learning begin in the early years, where children are given the best possible start. They are enthusiastic about their learning, enjoying the use of new vocabulary and listening to Scripture stories. A sense of awe and wonder is cultivated through activities like the use of the ‘golden box,’ while continuous provision allows children to further explore and deepen their learning. All pupils are appropriately challenged according to their age and ability, ensuring a solid foundation that is built upon in key stages one and two. The quality of work in pupils' books is consistently high, and they take pride in their achievements. Pupils express great enthusiasm for religious education, which is reflected in their positive attitude toward learning. During lessons, they offer thoughtful contributions to class discussions, and through skilful questioning, are encouraged to think and reflect at a deeper level. For example, one pupil responded, *“The father has unconditional love just like God does for us, no matter what.”* Their level of engagement and willingness to participate is exemplary, resulting in excellent behaviour. Pupils clearly enjoy their learning and are actively involved, with ample opportunities to share and express their thoughts, ideas, and feelings, demonstrating a strong understanding of the subject.

Religious education lessons are well planned and meet the needs of pupils of all abilities. Through the expertise of teachers, pupils' knowledge, skills, and understanding in religious education are embedded and revisited, ensuring they not only gain new knowledge but also retain and apply it effectively. Teachers demonstrate strong subject knowledge, which helps sustain pupils' interest and motivation throughout lessons. Teaching assistants are highly valued and play an essential role in the learning process. They are effectively deployed to enhance the overall learning experience. They help in ensuring that pupils with special educational needs are fully supported to learn alongside their peers. Teachers have high

expectations for their pupils who are provided with numerous opportunities for pupils to present their learning in a range of creative ways, therefore meeting the needs of all learners. Effective questioning techniques encourage deeper thinking, and pupils are given time for reflection during lessons. The resources used in religious education are carefully planned, well-prepared, and of the highest quality, further enriching the learning environment. Pupils are encouraged to develop independence, supported by interactive working walls in classrooms. Collaborative planning time is allocated for teachers, fostering a supportive environment for staff and ensuring a consistent approach to teaching across key stages.

The delivery of the religious education curriculum is deeply embedded within the school and holds clear parity with other core subjects, positioning it as the "core of the core." Regular headteacher reports provide governors with key insights into monitoring and evaluation, allowing for the creation of action plans that align accurately with the school's needs. Book scrutiny exercises yield constructive feedback, which is shared with staff, emphasizing high standards and promoting best practices. Lesson planning is carefully aligned with the relevant schema and meets the requirements set by the archdiocese. School leaders ensure that continued professional development is tailored to meet the needs of both the school and its staff. This approach fosters a sense of appreciation and value among staff members, particularly those who are new to the school or new to teaching, who receive strong support. The religious education subject leader and supporting team are highly valued for their expertise. They ensure that best practices are consistently shared across year groups, both within the school and through local cluster network groups. The senior leadership team plays an active role in this local network, offering training to other schools. As one staff member noted, "The school is a sanctuary for religious education. You live and love the Catholic charism and doctrines."

## 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

The pupils at Our Lady Immaculate participate in prayer and liturgy with reverence and respect. Pupils of all ages engage in prayer and liturgy through shared, written and spontaneous prayer, singing, and reflective moments of silence. The strong foundations for prayer are created in early years where children from as young as two years old are introduced to signs, actions and traditional prayers. As a result, many pupils are full and active participants of prayer as they get older. Pupils are introduced to relevant scripture in an age-appropriate manner. The pupils' responses are sincere, and they are able to make links between the Word, the school's mission and their own lived experiences. Pupils' responses to prayer demonstrate a strong sense of belonging. The gather, listen, respond and go forth structure is clearly embedded in the pattern of liturgy, with pupils' behaviour being exemplary throughout. The school has an active chaplaincy group that supports the planning and delivery of prayer. The pupils experience of prayer is greatly enhanced by the 'Oratory', a room exclusively used for worship.

The school provides a variety of dedicated prayer spaces in classrooms, in corridors and outside in the prayer garden. These areas are highly valued by the entire community. Staff serve as role models for pupils by actively participating in prayer and liturgy. A daily rhythm of prayer is central to school life, and pupils eagerly share the prayers they recite and when they are observed. All prayers, hymns, and celebrations follow the Liturgical Year, uniting the school community during times of both joy and sorrow. Staff are committed, skilled, and creative in planning worship, with senior leaders exemplifying best practices. The use of high-quality resources for prayer and liturgy fosters pupil engagement and deepens their interest. Scripture is presented in a way that is accessible and age-appropriate, both in its length and the explanation provided. Pupils are given time for quiet reflection to internalise the Scripture and connect it to their own lives. Carefully selected Scripture, along with a thoughtfully prepared prayer environment, supports

the spiritual development of the pupils. Themes rooted in Catholic social teaching are woven into the school's prayer life, ensuring they are both relevant and well-prepared. The pupils' singing is joyful, and they participate with genuine enthusiasm.

Leaders and governors play an active role in promoting, monitoring, and evaluating the school's provision for prayer and liturgy, ensuring that feast days and holy days are properly observed. The school maintains strong links with the parish, and sacramental preparation is fully supported by the staff. Senior leaders provide governors with comprehensive and accurate information to enable them to fulfil their role as guardians of the faith. The school places the highest priority on staff training and continued professional development. Staff members value the support they receive in enhancing the school's prayer life. Opportunities to share best practices among colleagues ensure that prayer and liturgy are consistently delivered to a high standard across all key stages. Policies related to prayer and liturgy align with current practices, serving as useful resources for staff in planning, resourcing, and delivering high-quality worship experiences. Leaders also ensure that parents and the wider community are actively involved in the school's prayer life. As one parent shared, "It has always been a pleasure being invited to participate in collective worship and hear how inspired our children are."



## Information about the school

Full name of school	Our Lady Immaculate Catholic Primary School
School unique reference number (URN)	104638
School DfE Number (LAESTAB)	3413523
Full postal address of the school	Our Lady Immaculate Catholic Primary School, Northumberland Terrace, Everton, Liverpool, L5 3QF
School phone number	0151 260 8957
Headteacher	Catherine Sergeant
Chair of Governors	Paul Crilly
School Website	<a href="http://www.oliprimary.co.uk/">www.oliprimary.co.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	2-11
Gender of pupils	Mixed
Date of last denominational inspection	23 <sup>rd</sup> January 2018
Previous denominational inspection grade	Outstanding

## The inspection team

Lyn Rawlinson  
Janice Taberner

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