



Our Lady of Lourdes Roman Catholic Primary School

URN: 105337

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

30 April – 01 May 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 bishop has no additional requirements for primary schools within Salford Diocese.
- The school has fully responded to the areas for improvement in the last inspection.

What the school does well

- Nurturing, loving, and mutually respectful relationships are fostered among everyone, rooted in the Word of God.
- Passionate and humble leadership inspires staff to be exemplary role models who are determined to ensure that all children receive the highest quality of Catholic education.
- The dedicated and creative Growing in Faith Together (GIFT) team galvanises others to be followers and servants of Christ.
- Skilled religious education teaching ensures children deeply understand how the Catholic curriculum influences their lives.
- Children readily embrace the endless opportunities to plan, lead, and shape the vibrant prayer life of the school.

What the school needs to improve

- Enhance enrichment opportunities in religious education to enable children to have more lived experiences linked to the curriculum.
- Further develop prayer spaces in classrooms and the wider school environment to enable and inspire spontaneous prayer beyond dedicated times of routine prayer.
- Fully embed systems for all children to evaluate the prayer and liturgy they have planned and led.

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Our Lady of Lourdes is a welcoming, enchanting, and vibrant Catholic school whose values and inclusive nature fully embody its mission of 'Love, Learn and Grow'. This inspiring message has a highly significant impact on the lives of everyone in the school. Staff are deeply committed to helping children grow closer to God. One child expressed that their teachers 'help us to remember that we are loved'. There is a palpable sense of belonging, and all children show they are immensely proud to be part of Our Lady of Lourdes. Children take an active role in charity work, with each class having a designated charity they support throughout the year. Children are humble in their desire to reach out and support those in need, with some conveying they want to be servants of those in need, just like Pope Francis was. Behaviour is exemplary; children show deep respect for others and there is a genuine sense of family, with older children relishing the opportunities to support their younger peers. The chaplaincy provision is held in the highest esteem; this group of committed children are expertly led by the dedicated deputy head who goes above and beyond to ensure she fulfils her vision of wanting 'our children to be led in faith'.

Staff wholeheartedly embrace and live out the school's mission statement. They are exemplary role models as they consistently bear witness to the school's Catholic life and mission. One staff member said, 'It is fulfilling to be part of the children's journey and provide them with the tools to lead impactful lives.' A deep sense of community, firmly grounded in Christ's teachings, is evident through the quality of relationships at all levels, including close communication between home and school, which is highly appreciated by parents. Everybody is celebrated as a creation of God, meaning families and visitors are greeted with a warm welcome from the moment they arrive. Our Lady of Lourdes is highly inclusive; children readily embrace and value other cultures and faiths because they are provided with creative opportunities, such as the annual '*Bury Faith*

Forum' to learn about the beliefs of others. The environment reflects the school's mission and the dignity of each person. Through trauma-informed approaches, significant attention has been given to providing a harmonious environment where children feel they truly belong. Relationships, sex, and health education is planned and delivered to fully reflect Catholic teaching and principles.

The executive headteacher leads with authenticity and love; she is driven by a genuine personal mission to empower her staff and children to flourish in their faith and wider lives. Leaders and governors are steadfastly committed to the further development of staff, which has led to high levels of expertise and confidence throughout the school. Staff feel valued and cared for, with one saying, 'Our school celebrates and values every single individual'. Leaders ensure the school's policies promote a safe and caring ethos, ensuring that Christ-centred learning behaviours are embedded. Parents know the school provides their children with a nurturing and faith-filled environment, which enables them to explore and strengthen their relationship with God. Governors are highly ambitious in all aspects of school life. They are visible and actively involved, showing passion and dedication to their roles. There is a deep-rooted commitment to supporting those in need, and the leadership dedicates significant time and resources to those who need it most. School leaders have ensured that the Catholic curriculum is at the centre of school life, and as a result, children are immersed in a rich, memorable, and vibrant Catholic education.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

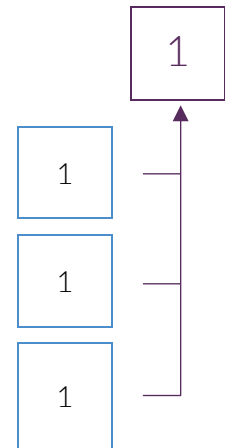
How well pupils achieve and enjoy their learning in religious education

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



It is abundantly clear that children enjoy their religious education lessons and develop excellent knowledge and skills, which leads to them making consistent progress. Children confidently use their religious literacy skills to articulate their learning, and they have acquired high levels of subject specific vocabulary. The opportunities children have to reflect spiritually and think ethically have been significantly strengthened recently due to the addition of ‘thinking deeper’ approaches. An example of this was where a child in upper Key Stage 2 had written, in response to a probing question from the teacher, ‘If I make more sacrifices instead of thinking about myself, I will be more worthy’. This practice now needs to be consistently embedded across the whole school as children expressed how they truly value the opportunity to ‘be pushed and challenged more in how we think’. Children actively engage in lessons through paired talk, discussion, the use of role play, and outdoor learning. This was exemplified in the Early Years Foundation Stage where the children were enthused and engaged through guided role play linked to the Easter story. Impressive links are made with Catholic social teaching, which ensures children have a profound understanding of the principles that underpin the curriculum. Presentation in religious education books is excellent; they are recognised as special books by all.

Staff teach religious education confidently and have high expectations of their children, which are clearly and consistently communicated. Staff have excellent subject knowledge and employ skilled questioning, which enables children to learn exceptionally well. Teachers accurately model the use of religious vocabulary, and as a result, children acquire understanding at a high level. Rigorous systems are in place for children to self-assess and discuss their learning with the teacher. Children with special educational needs and disabilities are supported extremely well. Many of these children are based in ‘The Orchard’, where they benefit from an engaging,

multisensory approach to the religious education curriculum due to the imaginative and creative nature of the provision. Staff know the importance of the role religious education plays in children's spiritual and moral development, so they purposefully plan opportunities for children to spend time in peaceful reflection in lessons. One child said, 'Our religious education lessons are reflective and respectful'. Support staff have a positive impact on children's progress, often enabling those with additional needs to access the learning at an appropriate level. The religious education curriculum would be further enhanced by additional enrichment opportunities which allow the children even more lived experiences linked to their learning.

The religious education subject leader is inspiring in her vision for her subject. She has high expectations of herself and others, and this has led to significant improvements being made due to her leadership. A detailed cycle of monitoring is in place and accurately identifies areas of improvement, which are then rapidly addressed. Senior leaders and governors corroborate the subject leader's evaluations so everyone can be confident that judgements are accurate. Monitoring informs development plans and future priorities. Leaders and governors ensure that the religious education curriculum is carefully mapped and effectively sequenced by building on prior learning, which supports children in knowing and remembering more. There are clearly defined non-negotiables for teaching and learning in religious education, which all staff fulfill. Continuous professional development is heavily invested in by leaders to ensure all staff remain forward thinking and standards continually improve. Teachers value parents as partners in their children's education, and as a result, parents speak positively about the impact religious education has, with one saying, 'My child's understanding is very deep, she asks deep questions and explains her learning to me at home'.

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

Children are deeply engaged in and responsive to the school's full and varied prayer life. They are always reverent and respectful, showing an exceptional understanding of the church's liturgical year. Children know a comprehensive range of traditional Catholic prayers by heart and are very skillful at writing their own prayers. They work exceptionally well together, under the guidance of staff, to plan, prepare, and deliver meaningful prayer and liturgy. Joyful and passionate singing is a defining characteristic of Our Lady of Lourdes, embraced wholeheartedly by every child and member of staff. This vibrant singing significantly enriches the atmosphere during all prayer gatherings, whether they are celebratory or reflective. A poignant example of this was demonstrated during an outdoor prayer and liturgy led by lower Key Stage 2, which beautifully focused on the theme of God's light through song. From the moment they join, children have regular opportunities to lead their peers in worship with growing independence as they progress through school. As a result of the importance placed on prayer and the consistent expertise in how it is modelled by the older children, all children undertake liturgical ministries with great confidence. Due to the centrality of prayer, children readily and confidently talk about how it impacts their own lives. One child said, 'God's Word is stronger than any'.

Our Lady of Lourdes is a prayerful community with the Word of God at its heart. All staff actively participate in the prayer life of the school. There are strong parish and family links which truly enhance the sense of community, for example, members of the GIFT team support the children's liturgy at the parish's Sunday Mass. The parish priest is a welcome and cherished part of the school family, he works closely with the senior leaders to enhance the worshipping life of the school. Staff are excellent role models for children, they are highly skilled in empowering them to plan and lead prayer and liturgy. One child shared, 'The teachers help us, but they never take over, they allow us to be the ones to decide what is right for our time in prayer'. Good use is

made of the beautiful outdoor spaces as a place of worship to glorify God. Enhancing prayer spaces within inside school is now needed to enable and inspire spontaneous prayer beyond routine times of prayer and liturgy. Good quality resources support the planning of seasonally appropriate prayer and liturgy.

The policy on prayer is well formulated and sets clear expectations. It is fit for purpose because staff know it inside out and are well supported by leaders to ensure that all in the school community experience high quality prayer and liturgy. Consistency of approach is a defining characteristic of Our Lady of Lourdes, and because of the clear expectations set by leaders, all children thrive in their prayer lives. There is an impressive progression plan which is the template used to ensure all children build their skills and confidence in age appropriate and meaningful ways. The governing body is active in its commitment to the school's prayer life and staff formation, further contributing to the school's very high standards. The senior leadership team and governors have a deep and genuine commitment to ensuring prayer and liturgy are given the highest priority. One leader expressed, 'Prayer and liturgy have welcomed God into our children's hearts and minds.' The collective and inspiring vision of the leadership has ensured children continually nourish their relationship with God through prayer during their school journey, and leave having been truly blessed to be part of Our Lady of Lourdes.

Information about the school

Full name of school	Our Lady of Lourdes Roman Catholic Primary School
School unique reference number (URN)	105337
School DfE Number (LAESTAB)	3513328
Full postal address of the school	Our Lady of Lourdes Roman Catholic Primary School, Rudgwick Drive, Bury, BL8 1YA
School phone number	01617612026
Headteacher	Joanne Davies
Chair of governors	David Jackson
School Website	www.ololbury.com/
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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	14 June 2017
Previous denominational inspection grade	Outstanding

The inspection team

Helen Sullivan
Robert Tanti

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