



# Our Lady of Grace Roman Catholic Primary School

URN: 105345

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

04–05 December 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

2

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

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

2

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

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has responded fully to areas of improvement identified in the last inspection.

## What the school does well

- The acting head teacher, supported by other senior leaders is valued and recognised for his role and commitment by pupils, parents and staff.
- Relationships between pupils, parents and staff are strong and valued by all.
- Staff, inspired by senior leaders, provide support on a day-to-day basis as well as during times of difficulty and challenge.
- Christ is at the centre of the school, through the environment, high quality interactions and the commitment to the school.

## What the school needs to improve

- Pupil led prayer and liturgy needs to be developed to provide pupils with opportunities to plan and celebrate the Gospel with their peers.
- High quality professional development opportunities to strengthen the knowledge, understanding and skills of staff at all levels, improving provision for religious education and collective worship.
- Rigorous monitoring and evaluation of provision and outcomes in religious education, to improve attainment, progress and engagement of all pupils

## 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

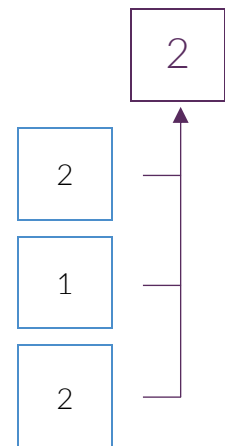
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



This is a happy Catholic community with Christ at the heart of all they do. Pupils feel safe and secure around school and welcome the opportunities offered to them by the staff who are positive role models. They have welcomed the pupil leadership opportunities, such as Laudato Si' team, Mini Vinnies and Pupil Chaplaincy team and are beginning to talk with increasing confidence about the impact they have within these roles, seeking opportunities to grow in virtue and make a difference to the wider world. They would benefit from developing an understanding of Catholic social teaching, locally, nationally and globally beyond 'helping the poor'. Behaviour of most pupils is good in lessons and around school, and pupils have respect for each other.

The mission statement of 'Work, Worship, Witness' is at the centre of all the school do, with staff enthusiastically committed to raising the profile and impact of this as a Catholic family, serving a thriving parish. There is an enthusiasm for providing a wide range of opportunities for the children which is welcomed and appreciated by pupils and parents alike. Relationships at every level underpin everything in the school and there is a strong culture of welcome for all, which is valued by pupils, parents and visitors to the school, with a commitment to supporting those who are most vulnerable. Examples from parents and staff, shared throughout the inspection, show that staff go the extra mile for those who are experiencing times of challenge, including bereavement and loss. Staff feel supported in their roles, confidently stating there is a, 'Love of Jesus in this school and everyone communicates the truth of the gospel.' The school environment reflects the mission and identity of the school, with prayer stations for spontaneous prayer, displays across school with reference to scripture, and a commitment to raising the profile of important people, including Pope Francis, Bishop John and the parish priest.

Leaders and governors are working hard in the face of recent challenges to ensure Christ is at the centre of all they do. They are determined in their pursuit of this and have recently welcomed the opportunity to work in partnership with the diocese to strengthen provision across school, improving opportunities and outcomes for pupils. Recently, leaders have worked to strengthen the links with the parish priest who is enthusiastic and committed to providing meaningful opportunities and links for the school community. Relationships with parents are strong and they value the contributions and support of the staff, particularly the acting headteacher. They have worked hard recently to provide opportunities to engage families; and are gifted with leaders who work hard with families, particularly from the point they start school; many parents spoke passionately about the difference this has made to them as families and talked of specific staff, 'knowing the answer before we have even asked the question'. This is testament to how well they know the school community. The leadership team work hard to support the staff and have a vision and aspiration for continued improvement.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

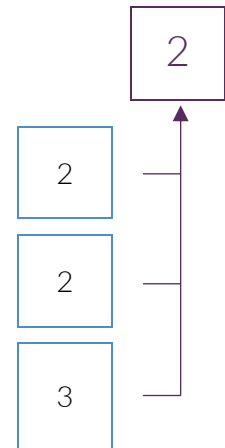
How well pupils achieve and enjoy their learning in religious education

#### 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 are developing secure knowledge, understanding and skills that reflect the *Come and See* curriculum; there is increasing evidence of most children making good progress in knowing more, remembering more and doing more. Whilst there are some strategies in place to support children with special educational needs and disabilities, these would benefit from being further developed to ensure there is a wider range of opportunities to express their ideas in different ways, improving their outcomes. Whilst children make progress, with increased commitment to reflecting spiritually, ethically and theologically, they could be more confident in articulating their knowledge and make greater progress. Pupils work independently and welcome the opportunity to present their ideas in different ways but would benefit from support and resources to help them understand what they do well and what they need to do next, consequently improving engagement and outcomes, deepening their knowledge and understanding.

Teachers are becoming more confident in their subject knowledge and are committed to the value of religious education. Pupils also recognise the importance of religious education and value it alongside other core subjects, showing pride for what they know and have learnt. Some teachers activate prior learning very effectively and build on this with increasing success. Questioning is used effectively to establish children's understanding across all classes and extends their thinking in some cases. Whilst feedback is evident, this is often linked to the task and not the learning that has taken place. Teachers have developed the use of the classroom environments to provide pupils with support for their learning, including key vocabulary and prompts and this would benefit from being further developed. There is increasing evidence of reflection opportunities being planned into religious education lessons, which pupils enjoy and embrace. Teachers are increasing in confidence in providing a variety of activities to present their ideas in different ways, but this is currently not embedded.

Leaders and governors have ensured there is a curriculum in place for religious education which is a faithful expression of the *Religious Education Curriculum Directory*. They are committed to ensuring this is comparable with other core subjects; however, they have recognised that opportunities for essential professional development have been missed in the past which would have enabled them to strengthen the provision for religious education, keeping up to date with developments and improvements required in the subject. The subject leader for religious education is developing an understanding of the expectations for effective leadership with the support of other senior leaders. The impact of this leadership is not yet evident due to limited opportunities to develop an understanding of the quality of religious education through rigorous monitoring and evaluation, high quality moderation and effective professional developments. Enrichment opportunities, such as retreats and artistic activities are valued and appreciated but need to be further developed to promote learning and engagement. Due to a lack of opportunity for moderation and external support, self-evaluation is not accurate or informed by rigorous monitoring and analysis.

## 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 demonstrate that they can respond well during prayer and liturgy sessions and welcome the increasing range of opportunities being offered. They understand the Church's liturgical year and are becoming more confident engaging with scripture. Pupils can explain the meaning of the symbols on prayer stations with confidence and there is a pattern to the structure and organisation of sessions which enable them to develop an understanding of Catholic tradition, as well as undertaking some ministries within these sessions. Pupils can reflect in silence as well as participating in prayers, singing and reading scripture in most classes. Pupils can reflect on and evaluate the sessions they have participated in; opportunities for pupils to work with others to prepare their own engaging experiences are currently limited by the structure being used and they would benefit from a wider range of experiences and models to support their independence.

There is a well-established routine of daily prayers that link with the liturgical year and the chosen pieces of scripture are seasonally appropriate with an increasing number of opportunities for pupils to experience a wider range of ways of praying that are part of the Catholic tradition; the relationship with and enthusiasm of the parish priest will enable staff to develop and strengthen this even further. Prayer spaces have been further developed recently both inside and outside of the classrooms, with the support of pupils. Pupils were seen praying spontaneously and talked with enthusiasm about the recent opportunities they have been offered. They were very excited to show the new prayer room which they have eagerly anticipated for some time. Staff are becoming more confident and skilled in planning opportunities for prayer and liturgy and would now benefit from helping pupils to plan and lead these sessions independently, using music and art form to enhance the experiences for all.

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Parents value the prayer opportunities they have recently been invited to and are keen to be involved in the prayer life of the school and parish.

Leaders have planned a calendar of significant events and holy days of obligation which are marked appropriately. A policy for prayer and liturgy has recently been developed including progression of skills and this now needs to be successfully embedded in practice. School Masses are held in church with pupils undertaking ministries with increasing confidence. Leaders are further developing the provision of pupil planned led worship as they recognise the pupils have the ability and enthusiasm for this. Leaders have recently committed to strengthening the provision for collective worship, recognising the need for more professional development, and further developing prayer spaces across school, working collaboratively with staff and pupils.



## Information about the school

Full name of school	Our Lady of Grace Roman Catholic Primary School
School unique reference number (URN)	105345
School DfE Number (LAESTAB)	3513337
Full postal address of the school	Our Lady of Grace Roman Catholic Primary School, Highfield Road, Prestwich, Manchester, M25 3AS
School phone number	01617967254
Headteacher	Tom Collins (Acting Headteacher)
Chair of governors	Margaret Cunningham
School Website	<a href="http://www.ourladyofgracercprimaryschool.co.uk">http://www.ourladyofgracercprimaryschool.co.uk</a>
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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Sinead Colbeck  
Danielle Ellison

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