



# Our Lady & St Edward's Catholic Primary School

URN: 137439

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

24–25 April 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

#### Religious education (p.5)

The quality of curriculum religious education

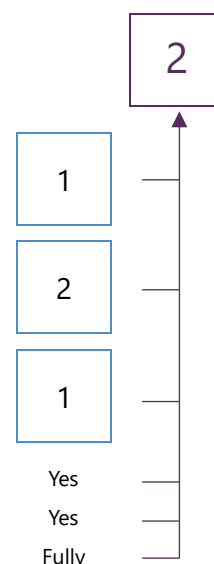
#### Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

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



## What the school does well

- The school lives out its mission in very tangible ways, demonstrating excellent pastoral and spiritual care for pupils and the whole school community.
- Pupils are very articulate in expressing how the school teaches them to live out their faith.
- Pupils enjoy and value their religious education lessons and they show a good standard of religious literacy.
- Pupils are well prepared by the school to lead prayer and liturgy and do so with high levels of understanding and appreciation of their own faith journey.
- The school enjoys a range of flourishing partnerships which enhance the spiritual life of the whole school community, including those linked with the parish and the diocese.

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## What the school needs to improve

- Provide more creative ways of learning in religious education.
- Improve the standard of work in religious education so that this reflects more clearly the pupils' spoken responses and understanding.
- Enable the pupil chaplaincy team to be involved in the development of prayer and liturgy within younger age groups.

## 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

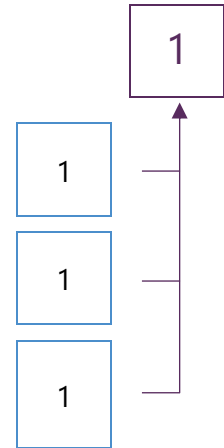
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 and St Edward's understand the mission of the school because they were central to its formation. One pupil summed this up, saying, 'Following our mission statement means that we can do good in the world with Jesus by our side'. From this, pupils were involved in developing the values which are at the core of this school. Pupils recognise and value greatly the care and security shown by staff. Many pupils are confident and articulate in talking about their faith, what it means to them and how the school influences them to live it out. Pupils say that the best thing about the school is 'the school values which are celebrated in assemblies', confidently explaining each one. Pupils recognise the efforts staff make to help them in their education and to support their behaviour. Pupils recognise that some of their peers need more support and can talk about how they themselves can help in their own classrooms and in the wider community, for example by being well-being champions. Pupils in the chaplaincy and eco-warrior groups are beginning to develop their knowledge of Catholic Social Teaching and link this with their work in both the school and their community.

Staff provide exceptional levels of care and support to pupils and are excellent role models in their relationships with each other and with pupils. Our Lady and St Edward's is a calm and purposeful place which has put careful thought into areas which enhance the support for the most vulnerable. The environment is welcoming, with the Catholic character of the school evident in every classroom and also in communal areas. The forest school, on the church grounds, is frequently used by all pupils. Chaplaincy provision is a strength within the school and enhanced by strong support from both the parish priest and the Our Lady of Lourdes Catholic Multi-Academy Trust. Provision for relationships, sex and health education is well sequenced, following the Ten:Ten scheme of work. Parents are appreciative of the school and comment on the family orientated atmosphere, where they know that their child is 'well looked after and secure'. Support staff have a leading role in the well-being of pupils and have simple yet effective systems to identify when pupils feel they need some emotional help.

Leaders and governors have a clear vision of the Catholic life and mission of the school. Their calm leadership makes, as one governor remarked, 'an oasis' in an area facing significant challenges. There exists an active partnership with the diocese including participation in the bishop's spiritual themes and initiatives. The school shares the same site as the church and, while the recent amalgamation of three parishes is not without challenges, the partnership with the parish community continues to flourish. Families value the church being in such close proximity, with some pausing on the way to school to pray. Leaders know their community very well and are proactive in their efforts to engage parents and carers. Leaders are committed to Catholic Social Teaching and this is embodied in the new mission statement, including the well-being of staff. The local governing body has undergone changes in recent years and, although small, it is very supportive of the school. Frequent visits and very comprehensive, evaluative reports from the headteacher mean that local governors have an accurate picture of the school and their knowledge and experience allows them to supportively challenge. Professional development, including for staff new to the school, is well planned as part of the cycle of monitoring and self-evaluation.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

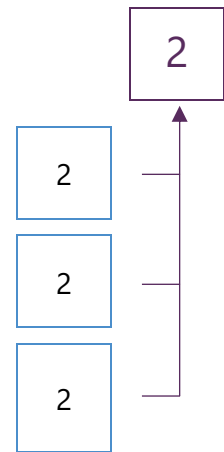
How well pupils achieve and enjoy their learning in religious education

#### 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 make good progress in religious education from their starting points. Pupils with special educational needs and disabilities (SEND) receive targeted support from their teachers and experienced support staff. Pupils are developing excellent knowledge of scripture and can confidently articulate their views in extended sentences using religious vocabulary. This is also evident in the quality of discussions that pupils in Key Stage 2 have with each other. Pupils are reflective and many can confidently talk about how to live a good life, linking their ideas with scripture: for example, in Year 5 pupils look at religious paintings and link the presence of the disciples at the Ascension of Our Lord with the involvement of all Christians, past and present. Work produced by pupils in their books is mostly presented well and attainment is comparable with other core subjects: however, this does not fully or consistently capture the quality of pupils' spoken interactions. Pupils have some understanding of how well they are doing because of written feedback in their books from teachers, from which they can respond by expanding on their answers. Behaviour in lessons is excellent because pupils are engaged and interested in their learning.

Teachers and support staff are confident in their subject knowledge and their understanding of how pupils learn. Teachers are committed to religious education and use opportunities within lessons for reflection on how pupils live their lives. The youngest pupils start off well with plenty of opportunities to explore the religious education curriculum through a variety of well-thought-out play experiences. Staff are confident in their use of religious vocabulary and provide good explanations: for example, they take time in Year 2 to ensure that pupils know what difficult words mean, resulting in pupils confidently using religious vocabulary when learning about the gifts of the Holy Spirit. This approach develops through Key Stage 2 so that most pupils become used to talking about how their learning can have a positive influence on their own lives. Workbooks do not always reflect the excellent standard of spoken responses from pupils, nor are high standards of presentation consistent across

all year groups. In some classes, teachers have begun to use varied and creative ways to give wider opportunities for how pupils can present learning.

The headteacher is the subject leader for religious education: she has a wealth of experience and knowledge, and her clear vision of religious education reflects the needs of the school community. She is supported in this by other leaders, who ensure that religious education is comparable to other core subjects. During periods of staff absence, teaching of religious education is prioritised to ensure that pupils face no disadvantage in this subject. Leaders ensure that the curriculum, including relationships, sex and health education is well planned to meet the needs of different groups of pupils and that it is well resourced. Whole school initiatives have been introduced, such as the focus on oracy, which has had a positive impact on pupils in the way that they are able to give extended answers and explanations in an articulate and confident way. Thought is given to the religious education of all pupils including those with SEND and leaders deploy staff effectively to meet the needs of all pupils. Leaders give effective support to staff including those at the start of their career. Leaders, including governors, regularly monitor religious education and, through this process, have identified areas of improvement such as increasing creative approaches to teaching religious education. The leadership team is quick to implement suggested improvements identified by other partners such as the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust.

## Collective worship

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

### Collective worship key judgement grade

**Pupil outcomes**

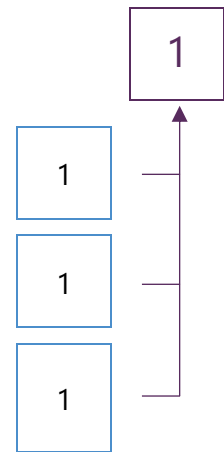
How well pupils participate in and respond to the school's collective worship

**Provision**

The quality of collective worship provided by the school

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils' experiences of prayer and liturgy are engaging and meaningful. Pupils demonstrate reverence and attentiveness: they join in communal singing with confidence and enthusiasm. All pupils have the opportunity to plan and lead celebrations of the word: they have confidence to reflect on what they do by evaluating carefully and using this to make these occasions even better. Pupils have a sound understanding of the Church's year and their part in the celebration of the word within the school community. Pupils can link together their learning in religious education and the wider life of the school, including aspects of Catholic Social Teaching. They confidently articulate the place of prayer and liturgy in the life of the school and the impact on their own personal faith journey. The chaplaincy group is particularly skilled and has a central role in preparing and leading worship. The school rightly has plans for them to take a more missionary role within school by developing the skills in younger age groups. Pupils value greatly the parish church and particularly enjoy the celebration of Mass in church as they say it gives more of them the opportunity to take an active part, for example in the ministry of altar serving.

Prayer and liturgy are central to the life of the school, as they are embedded in what the parish priest refers to as a 'strong weekly rhythm of prayer'. Different occasions are marked and celebrated in a range of ways, for example through regular celebration of Mass, retreat sessions and celebration liturgies. Scripture is at the heart of prayer and liturgy: this is well chosen, reflecting the liturgical season. Adults are excellent role models and the school benefits from lay chaplains who are highly skilled at supporting both staff and pupils to prepare and lead well-constructed prayer and liturgy using different ways of praying which are part of the Catholic tradition. In addition, the school has strong partnerships with the parish which helps pupils participate more fully in liturgy. The school makes imaginative use of space for prayer and liturgy around school in classrooms and communal

areas. Parents value the prayer and liturgy offered by the school and are made to feel welcome at celebrations of the word.

The school has a well formulated policy on prayer and liturgy which is regularly reviewed. Leaders including governors understand the different needs of pupils and their families. They work hard with other partners, including the parish priest, to plan for prayer and liturgy through the year. They ensure that this is based on the Church's liturgical year and includes regular opportunities, including holy days of obligation, to celebrate the Eucharist with the whole community. The Sacrament of Reconciliation is offered during Advent and Lent. Staff recognise the centrality of prayer and how this enhances the spirituality of the school. Leaders, including lay chaplains, have a thorough understanding of ways of praying that are part of the Catholic tradition and have a deep understanding of the Church's liturgical sources. Leaders and lay chaplains are highly effective in supporting staff and pupils to develop prayer and liturgy and do so in engaging ways: as a result, worship is of a consistently high quality, and it is meaningful and relevant for the whole community, including parents and carers. Leaders and governors regularly evaluate prayer and liturgy and ensure that this is fully included in the school's cycle of monitoring for improvement: they seek the views of pupils, parents, and carers to ensure that they gather an accurate and rounded assessment of prayer and liturgy.



## Information about the school

Full name of school	Our Lady & St Edward's Catholic Primary School
School unique reference number (URN)	137439
School DfE Number (LAESTAB)	8923320
Full postal address of the school	Our Lady & St Edward's Catholic Primary School, Gordon Road, St Ann's, Nottingham, NG3 2LG
School phone number	01159155800
Headteacher	Rachel Byrne
Chair of Local Governing Body	Pauline Baptist
School Website	<a href="http://www.elseacademy.org.uk">www.elseacademy.org.uk</a>
Trusteeship	Franciscan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 July 2017
Previous denominational inspection grade	outstanding

## The inspection team

Catherine Murphy  
Timothy Brogan

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