



Our Lady of Perpetual Succour Catholic Primary School

URN: 133320

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

18–19 April 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

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

2

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

What the school does well

- The Mission Statement is lived and known by the whole school community. It is an expression of the school's deep respect for the whole person.
- Partnerships between home, school and parish are a strength.
- The books and presentation of religious education work is outstanding. This results in high levels of engagement and enthusiasm. Consequently, behaviour is excellent.
- High expectations from all staff, lead to maximised learning in lessons, which in turn leads to expected outcomes.

- Areas for prayer are varied and inviting and are used by all members of the school community.

What the school needs to improve

- To utilise cluster and diocesan support ensuring that outcomes are increased at even greater depth standard in religious education.
- In prayer and liturgy provide more opportunities for pupil reflection and spontaneous prayer in a variety of ways.
- Ensure pupils are consistently involved in the leadership of prayer and liturgy in all its forms throughout the school.

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

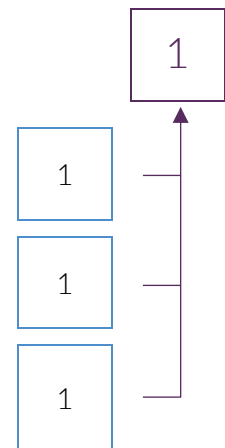
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 fully understand the school's mission statement and how it supports them in their daily lives. They can articulate what this means. One child commented, "Anyone who comes in, knows what we are about." Pupils feel secure and safe. They know they matter and as a result they are happy and confident in all they do. In their own words, "They know it is okay to make mistakes." Because of the many opportunities for fundraising and service to others, pupils have an increased rate of responsibility for the common good. Pupils in key stage two can articulate why they carry out fundraising and link their reasons to the principles of Catholic social teaching. Pupils have a clear understanding that their school community is committed to following the teachings of Jesus. Their behaviour is exemplary. Pupils show an understanding and respect for other faiths. Parents and carers are highly appreciative of the care and support their children receive from staff. Pupils are provided with a variety of opportunities to share their values and the mission of the school through experiences of chaplaincy.

Staff are excellent role models and show respect for each other through their relationships. This is mirrored by the pupils. As soon as you enter the school you get a warm feeling and instantly feel welcomed. The ambience and values are everywhere, and the Catholicity of the school is evident. The school's calming environment positively supports its nurturing ethos for staff and pupils and is often a refuge of support for many. All cultures and beliefs are supported through the friendly atmosphere that is lived by the whole community. Staff provide every member of school with the highest level of support no matter what their role. Staff regard themselves as part of a huge extended family that cares for each other in every way possible. This was also replicated through pupil interviews wherein it was stated that the staff are always there to, 'help them to have a happy life in school.' The relationships, sex and health education curriculum is

delivered from reception through to year six. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors work hard to ensure a flourishing partnership between the school, parish and home. They ensure that Catholic life and mission is their core responsibility. Leaders follow their faith and, “Cherish each child in fullness.” Leaders work in partnership with diocesan colleagues and attend any relevant training opportunities, the content of which is disseminated to all staff. The staff value the support of the senior leadership team. Relationships with the school parish community are strong and fully developed through its open-door policy and welcoming atmosphere. Leaders work in collaboration with members of the parish, including catechists, and meet regularly with the parish priest to ensure that faith development is a priority. The school supports its parents by ensuring they are involved in living the school mission. This is evident through invitations to the many school events, including liturgies, assemblies, and performances. One parent stated, “There is a clear reverence for the Catholic mission in school. During a recent Easter assembly, the solemnity and respect from year three children was moving.” Leaders have developed their working partnerships with Cafod and other inspirational speakers and pupils can articulate how they are able to make a difference in our common home, especially in the work they undertake with other charities.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

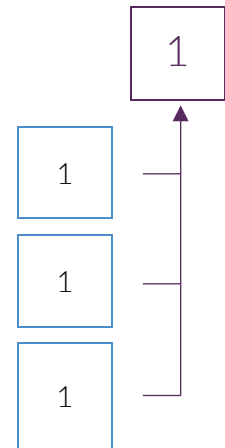
How well pupils achieve and enjoy their learning in religious education

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 benefit from an efficient application of knowledge and skills. In Early Years and Foundation Stage and Key Stage 1, pupils are clearly enjoying a scripture-based approach and the more creative opportunities and activities afforded to them. They re-tell the stories they have heard from the scripture. All pupils, including disadvantaged and those with special educational needs and disabilities are making good progress. They recall prior learning and link their faith with everyday life. Pupils ask questions about what they have learned in lessons and can use vocabulary from a variety of topics covered. They are fully engaged in lessons and show high levels of presentation and concentration even when working independently. Pupils' workbooks show consistently high quality and variety, in line with other core subjects. Pupils know how well they are doing within their written work and know what they need to do to improve because of the helpful commentaries provided by staff. Pupils enjoy their lessons and as a result behaviour for learning is excellent.

Most staff have a good subject knowledge and understanding of religious education. Their expectations of all pupils are high. Teachers' planning is detailed ensuring that links are made to prior learning. Therefore, pupils learn and expand their knowledge in religious education lessons. Effective questioning deepens pupils' knowledge of a topic. Specific questions are directed and adapted for individual pupils to enable maximum participation. Within many of the lessons observed, most pupils were able to access learning through adaptive planning from teaching and support staff. Pupils are also given time to reflect on their work after each lesson, which is something they value. They can present their work in a variety of ways during lessons. Examples of work included role play, hot seating, freeze frame and answering questions about scripture. The range of resources in each class is vast and this includes the invaluable assets of support staff. All members of staff are fully utilised for maximum support of learning.

Leaders and governors ensure that religious education is at the heart of the curriculum. Policies and resources support its delivery. Leaders and governors ensure religious education has parity with other core curriculum subjects. This is evident in timetabling and staffing. Staff are given many opportunities to attend high quality professional development in house, from external meetings and through cluster gatherings arranged locally. Staff value these opportunities as it is an opportunity to reflect with others from similar schools and to forge further links. The new subject leaders for religious education have clear vision and direction. They work alongside other members of the team to ensure that religious education has the highest priority. Together they are effective and work hard to promote the Catholic ethos and vision. Leaders currently follow the archdiocesan programme of study. The school has fully embraced and continues to implement the new Religious Education Directory. Teachers have attended relevant training which has been disseminated to staff. Pupils across both key stages are provided with a vast amount of engaging enrichment opportunities through external speakers, experiences in Forest School, visits to places of worship and a residential to Plas Menai, which provides awe and wonder.

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

1

Leadership

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

2

2

Pupils enjoy participating in prayer and liturgy. During the worship experiences observed they were reflective and joined in prayer when encouraged by members of staff. Pupils were reverent, attentive and respectful of each other during whole key stage worship and within class worship. During school gatherings pupils were guided by members of staff to sing joyfully. Pupils understand the liturgical year and use a variety of ways to pray throughout the year. They participate through the reading of scripture, prayers of the faithful and singing. Pupils work alongside their teachers in planning acts of worship. They are given some opportunities to experience moments when they can reflect on the scripture that has been used and then 'go forth' with the message of challenge. However, they need to further their involvement in evaluating and leading prayer. Pupils were able to explain the variety of ways in which they pray and explain some reasons why they do this. They knew how their prayers were answered by God and that when they pray, they are expressing thanks. Pupils are sometimes able to make links with how experiences of worship have led to them action in the community.

Pupils and staff gather at times of joy and sorrow. Prayer is rooted in the life of the school and prayer areas are utilised well and being further enhanced. These are well cared for and respected by everyone. There is a naturally embedded daily pattern of prayer in class and within the wider school. For the staff, the liturgical year influences the planning and variety of prayer and worship opportunities. The use of scripture is thoughtfully planned. Staff embed the purpose of scripture passages within worship and encourage the pupils to apply what they have learnt in their lives. Staff lead by example and model worship reverently for themselves, pupils, and parents. One parent commented that, "Faith in particular is always evident and modelled for the children." Staff use a variety of art forms and music to enhance the pupils' experiences. Parents are actively involved in prayer and liturgy sessions within the school. They are invited to

celebrate and join regularly in class liturgies and whole school gatherings. They value these opportunities.

The school's policy on prayer and liturgy is accessible for use by leaders to assist in their preparations for worship. They have a good understanding of how participation varies across the school, dependant on age. They assist staff and pupils in planning elements of prayer and liturgy, which should develop further so that pupils are more confident. Leaders are supporting pupils in their acquisition of prayer and worship skills as they progress through the school. Leaders work alongside the parish and catechists to ensure that the sacraments of Reconciliation and Eucharist are offered to all at key times in the liturgical year. Staff are supported internally through observing each other leading worship. Leaders mentor less experienced members of staff. Leaders and governors prioritise the need for the school to make good use of its resources, which is reflected in the budget allocation. Leaders understand the needs of their school community and plan appropriate acts of worship which are valued by staff and pupils and continue to rise in quality.

Information about the school

Full name of school	Our Lady of Perpetual Succour Catholic Primary School
School unique reference number (URN)	133320
School DfE Number (LAESTAB)	8762726
Full postal address of the school	Our Lady of Perpetual Succour Catholic Primary School, Clincton View, Widnes, WA8 8JN
School phone number	0151 424 6130
Headteacher	Pam McGuffie
Chair of Governors	Susan Williams
School Website	www.olpsprimary.co.uk
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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	Outstanding

The inspection team

Sarah-Jane Carroll
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

