



# Our Lady of Perpetual Succour Catholic Primary School

URN: 138338

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

18–19 October 2023

## 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

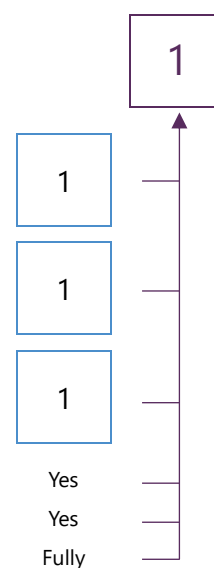
#### Collective worship (p.7)

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

- Leaders and staff members actively promote 'love to learn and learn to love' through the inspiring school mission, shared vision and virtues curriculum.
- Leaders, including governors, staff, parents and parishioners, are inspirational examples in the respect shown for the dignity of others within this school community, supporting wellbeing and positive mental health through the highest levels of mutual and pastoral care.
- Pupils throughout the school produce work of a high standard, which is artistically displayed and celebrates achievements.
- Prayer and liturgy provided engages pupils deeply.

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## What the school needs to improve

- Provide greater opportunities in religious education lessons for creative learning.
- Ensure that time is allocated within religious education lessons for pupils to work more independently, taking greater ownership of their learning.
- Enable opportunities for senior leaders and staff to share their skills and support other schools within the diocese, enhancing and strengthening provision more widely in relation to collective 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**

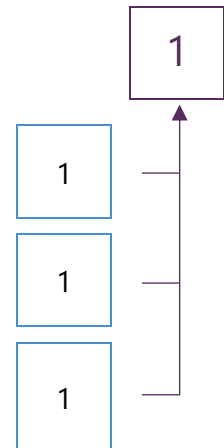
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



Pupils embrace the mission of the school as they ‘Love to Learn, and Learn to Love’ with Our Blessed Lady as their patron. The whole school is enriched through Catholic virtues, which develop well-rounded pupils who proudly live out the message of the gospel. Pupils take pride in leadership roles, with eco-angels championing support for the environment and faithful friends impacting positively upon chaplaincy and school prayer life. Pupils are highly engaged, sharing respect for each other, their environment and the direction of Catholic life and mission. Pupils’ achievements and outstanding behaviour are fully celebrated as they are recognised, and see themselves, as missionaries in school. Pupils are proactive in supporting those in need locally, donating to the Bulwell foodbank, making and sharing soup at the parish ‘Mind to be Merciful’ café or leading activities such as a CAFOD walk. Pupils demonstrate theological understanding in their discussion on a range of topics linked to the principles of Catholic Social Teaching and virtues.

The school’s mission statement is well known and passionately fulfilled by the united school community. Whole school displays are of the highest standard and foster a response to the bishop’s spiritual themes. The drive to respond to these themes is seen through positive links with another school in Zambia, linked to which pupils have the opportunity, each year, to lead a day of peace. The environment is further enriched by carefully curated prayer corners in classrooms and beautifully arranged communal spaces, reflecting the catholicity of the school. There is a lived sense of community, which can be seen through the pastoral care for all, and in the ‘little acts of kindness’ fund established for the most vulnerable by the Our Lady of Lourdes Catholic Multi-Academy Trust. Staff are exemplary role models for pupils, and support both families and pupils to fully live out the mission, becoming part of the life and community of the school. The outstanding level of care is echoed by parishioners: ‘love is at the centre of the school and without love, you can’t learn’. The school’s chaplaincy provision brings together a strong sense of respect and ownership and promotes spiritual

and moral development of both pupils and staff. The provision for relationships, sex and health education (RSHE) fully meets both statutory and diocesan requirements.

Leaders and governors prioritise the Catholic life and mission of the school through their actions and activities, rooting their work in well-considered policies, questions and review. Leaders ensure that pupils experience roles of service to others as they carry out a range of initiatives and extend the work of the parish community, for example by holding an autumn fair in the parish. A well-considered liturgical calendar, and the school's support of sacramental programmes, enhance links between the school and the parish. Leaders and governors actively embrace the principle that parents are the first educators of their children. They commit to staff wellbeing when implementing plans, ensuring purposeful opportunities for individual pastoral support, mental health and wellbeing. Staff groups, including 'the marvellous minders' and the mental health first aiders, strengthen provision. Leaders work in a determined fashion to ensure continual professional development opportunities are accessed, such as a servant leadership programme: this not only enhances provision but also ensures that all staff share in the purpose of the school's mission and are actively involved in shaping it. Distributed leadership provides an opportunity for other members of staff to play a key role in developing Catholic life and mission, for example, the teacher who supports pupils as they work towards achieving the 'Faith in Action' award, demonstrating strong commitment to Catholic Social Teaching activities. Leaders, including governors, are actively supportive of the work of the diocese centred on developing the new religious education curriculum, and are keen to be central to the production of new resources.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

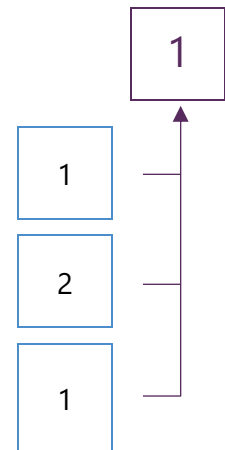
How well pupils achieve and enjoy their learning in religious education

#### 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, including those with additional needs, achieve consistently well in religious education. Pupils are challenged through questions and opportunities to respond to scripture through an approach called 'silent solo' which enables pupils to retrieve their learning and think ethically, linking this to the school's virtues: 'Walking with Jesus means, whatever you do in your career or life, Jesus will be with you'. As pupils progress through the school, they are able to discuss previous learning and make links to knowledge they have gained. Consequently, pupils develop outstanding knowledge, understanding and skills and use a wide vocabulary to explain what they have learnt. Pupils ask meaningful questions, and benefit from the opportunity to take a lead in their learning by generating 'wonder' questions to engage and build upon further interest. Pupils are able to work independently and can share their learning using displays as working walls, demonstrating a high level of independence in their learning. Pupils' work is well presented and, like behaviour, is exemplary. Pupils have a clear understanding of how well they are doing and show strength in their religious literacy, responding with their hearts and minds in lessons.

Most staff demonstrate secure subject knowledge, fostered through effective and well received professional development opportunities. Teachers have high expectations and ensure that lessons in religious education are central to the life of the school. Planning is linked to current assessment so that pupils learn well. The 'Come and See' programme of study is used to scaffold learning experiences, ensuring pupils access material which is matched to their learning needs. Teachers focus good attention on the content of this religious education programme, but miss opportunities to maximise creativity or give pupils the chance to lead their own learning in lessons. Teachers recognise the impact of religious education on the moral and spiritual development of the pupils. Good quality resources and approaches, such as scaffolding writing with younger pupils, has improved the content of writing and response to scripture. Pupils' work is regularly celebrated, leading to very high levels

of motivation from pupils: this work is displayed throughout the school with a considered level of care and attention. The use of 'live marking' and agreed steps in the marking policy are effective strategies which strengthen teaching and learning throughout the school.

Leaders and governors have ensured that the religious education programme and supplementary resources are used faithfully. They are rigorous in their approach with reviews of religious education held as a priority during governing body meetings. Religious education has full parity with core curriculum subjects with regards to professional development, resourcing, and staffing. New staff to the school are appropriately supported: they happily contribute their ideas and thoughts. Shared ownership of expectations with regard to the structure of lessons, the evidence in books and the quality of displays encourages outstanding learning behaviours of pupils. The subject leader for religious education supports the staff team in developing a high level of expectation in order to continually improve teaching and learning: this results in teaching that is never less than good and often outstanding. The curriculum is effectively planned to meet the needs of different groups of pupils, with a view to building upon and enhancing prior learning.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

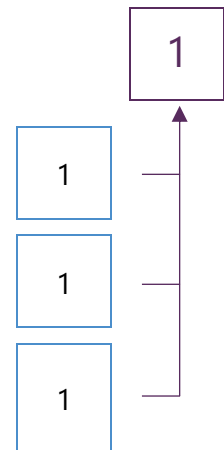
How well pupils participate in and respond to the school's collective worship

#### 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 are deeply engaged in opportunities to pray, enjoying a range of stimuli including videos, images, music and a central focus which they frequently create for each other. Pupils sing joyfully and with enthusiasm: they include a variety of elements when preparing celebrations of the word, such as scripture, silent moments and meaningful reflection. Pupils work collaboratively to plan and lead celebrations of the word, taking on roles such as 'faithful friends' who lead their peers in prayer. Evidence of a wealth of experience and activity can be found in the class collective worship folders, which showcase a plethora of ways in which pupils celebrate the word. In addition, a peace garden is well established and used by older pupils independently. Evaluations of prayer and liturgy support pupils' understanding of what to do next time: pupils are often able to articulate how prayer enables them to change and how it especially guides their behaviour. Pupils place great importance on prayer, saying, 'If we didn't pray, we wouldn't be able to talk to God and that would not be good'. The use of sign language, to complement and enhance the powerful singing of pupils, is wonderfully demonstrated during times of worship and is rooted in memory of a previous pupil of the school.

All staff place a central importance on the prayer life of pupils. Staff confidently lead, and construct opportunities for pupils to lead, with high quality music and artefacts within class prayer boxes, which have been developed around the 'Let us Pray' resources. One parent commented that the school's work in this area has impacted on her own child's interest and behaviour at Sunday Mass in church. Staff ensure that resources, including adult support, provide a rich prayer life, as they celebrate a wide range of significant moments of joy and sorrow. Pupils are supported by a lay chaplain who develops fortnightly celebrations of the word for the whole school and enriches prayer life on special occasions; she expertly supports pupils to confidently lead celebrations of the word and sends out 'missions' to pupils in each class which link to the virtues, further supporting provision. Families attend school Masses and class liturgies: leaders include parents in the school's life of prayer and liturgy, with

parishioners noting the elements of joy brought to these celebrations stemming from the school's participation.

The school's policy on prayer and liturgy is central to the prayer life of the school. Leaders, including governors, work alongside the parish priest to establish age-appropriate and seasonal celebrations of the Eucharist. The bishop's vision is alive in the school; leaders, including those from the Our Lady of Lourdes Catholic Multi-Academy Trust, support a wide range of professional development opportunities for staff and pupils to maintain this important focus. Leaders support and encourage staff to lead voluntary prayer and these times are well attended and appreciated, supporting both wellbeing and spirituality. There is a vast array of opportunities for celebrations of the word and liturgy, including time set aside for exposition of the Blessed Sacrament. Leaders ensure that traditional prayers and responses are embedded and also that spontaneous responses are encouraged. This is evident throughout the school and is fostered from the early years' provision. Leaders, including governors, understand the importance of accurate self-evaluation and have correctly identified points for action in order to ensure that the prayer life of all at Our Lady of Perpetual Succour thrives.



## Information about the school

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|--|---|
| Full name of school                            | Our Lady Of Perpetual Succour Catholic Primary School   |
| School unique reference number (URN)           | 138338  |
| School DfE Number (LAESTAB)                    | 8923318   |
| Full postal address of the school              | Our Lady Of Perpetual Succour Catholic Primary School, Piccadilly, Bulwell, Nottingham, NG6 9FN |
| School phone number                            | 01159150500   |
| Headteacher                                    | Fiona Wadsley   |
| <b>Chair of Governors/Trustees</b>             | Martyn Swaby  |
| School Website                                 | <a href="https://www.ourladyopsbulwell.com">https://www.ourladyopsbulwell.com</a>               |
| Trusteeship                                    | Diocesan  |
| 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         | 21 November 2016  |
| Previous denominational inspection grade       | 1   |

## The inspection team

Richard Hilton  
Timothy Brogan

Lead  
Team

## Key to grade judgements

| Grade    | England              | Wales  |
|----------|----------------------|--|
| <b>1</b> | Outstanding          | Excellent  |
| <b>2</b> | Good                 | Good   |
| <b>3</b> | Requires improvement | Adequate and requires improvement                |
| <b>4</b> | Inadequate           | Unsatisfactory and in need of urgent improvement |

