CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Our Lady Of Walsingham Catholic Primary School

URN: 151111

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

03–04 December 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

Compliance statement

- The school is fully compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school fulfils all requirements of the Archdiocese of Liverpool.
- The school has responded fully to areas for improvement identified in the last inspection.

What the school does well

- The Catholic life and mission of this school is a vibrant, inclusive and engaging offer for all stakeholders.
- The mission is truly owned and lived.
- The inspirational team of leaders are successfully demonstrating its Catholic life and mission to a community that faces many challenges.
- Pastoral care is extensive and effective.
- The thoughtfully created school environment is outstanding in supporting the spiritual formation of its members.

What the school needs to improve

- In religious education, feedback to pupils, both during lessons and in books, should enable them to confidently articulate how they can deepen their understanding so that progress is maximised.

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

1

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

Pupils are rightly proud to be part of the school community of Our Lady of Walsingham. They embrace the Catholic identity and mission of the school with enthusiasm and joy, safe in the knowledge that they are seen, heard and valued. They understand that they are living out the gospel as disciples of Jesus and can apply understanding of Catholic social teaching to their outreach within the community. One pupil explained, 'Jesus isn't here to do the work. We must be his disciples because it says so in the Bible.' Pupils talk freely about the many ways they are serving those in need both locally and globally. They include fundraising for Cafod, donating to the local foodbank and recycling school uniform. Pupils are empowered to recognise their own personal dignity and that of others. They strive to embody the values of kindness and service, willingly embracing the many opportunities offered to them by the school. They show empathy, global awareness and a strong sense of responsibility through their words and actions. Pupils show a deep sense of respect for those of other faiths and religions. Leaders and staff have worked hard to create an effective trauma informed learning environment and consequently, behaviour in lessons and around school is exemplary.

The mission statement is known, lived and witnessed throughout the school. Rooted in the word of God, it shapes every aspect of school life. All staff are deeply committed to it and as a result, the sense of community is palpable, with a generosity of spirit that embraces all, especially those that are the most vulnerable. A recent poverty audit report stated, 'It is evident that the school is in partnership with community groups and external agencies to support families.' Members of staff are exemplary role models for pupils, and they are passionate about ensuring that every pupil feels valued. The staff have adapted their Secret Santa gift exchange so that each participant purchases a pair of Christmas pyjamas for a pupil in need. The commitment to

pastoral care is commendable. Leaders ensure that gaining the trust of families is at the heart of all that they do and that the school is a safe and welcoming place for everyone. The school environment *sings* of its Catholic mission. Chaplaincy provision is of the highest quality in pursuit of ensuring the spiritual and moral development of pupils and staff. Relationships, sex and health education is carefully planned, and the content is in line with archdiocesan guidelines.

Christ is at the heart of this school. The Church's mission is clearly articulated by leaders, governors and members of the trust. They are fastidious in exercising their duty as guardians of the school's Catholic life and mission, which is a source of inspiration for the whole community. The partnership between the school and the parish is valued by the parish priest. Leaders embrace the principle that parents are the first educators of their children. Highly successful strategies for engaging with parents and carers exist, even with those families that might find difficulty in working with professionals. Governors and members of the trust walk with the school as living witnesses to the principles of Catholic social teaching. They embody the Church's preferential option for the poor through careful targeting of resources to support those in the community in the greatest need. There is a deep commitment to the well-being of staff, and all decisions reflect leaders' respect for the dignity of colleagues. Leaders are highly ambitious in their monitoring and evaluation of the Catholic life and mission of the school. This is communicated effectively to all stakeholders so that everyone understands the work of the school and its service to the community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

Pupils are developing secure knowledge understanding and skills that reflect the learning required by the Religious Education Directory. Pupils make good progress when measured against the planned curriculum for each year. Pupils are aware of the demands of religious commitment in everyday life. One explained how they were preparing for the coming of Jesus by raising money for Cafod World Gifts. The focus on key vocabulary in lessons is enabling pupils to better articulate their learning in religious education. Pupils respond enthusiastically to the *golden box* and the very many creative tasks and activities provided, including drawing, painting and role play. Work is carefully displayed in class floor books which are a source of inspiration to the pupils. In their exercise books, pupils produce good work that is presented with care. They know how well they are doing because teachers give them feedback. A system that allows pupils to deepen their learning would ensure that all pupils are aware of what they need to do to progress further. Pupils enjoy their lessons and behaviour is excellent. One pupil stated, 'It's cool to learn about Jesus and he's a model for us.' Pupils' attainment is at least average when compared with other core subjects.

Staff are deeply committed to the teaching of religious education. Lesson structures include activation of prior knowledge and reinforcement of key vocabulary. Key words are reinforced using widgets. This enables pupils to access the learning. Exit sheets at the end of topics inform assessment. The consistent use of lesson approaches across school supports pupils in knowing and remembering more. Teachers use questioning to identify where pupils are in their learning so that adaptations of explanations can take place. Driver words are used in lesson aims and in written and verbal feedback, so that the pupils know how well they are doing. The use of the *golden box* to tell scripture stories leads to memorable learning and a sense of excitement amongst the pupils. The class floor books are a real highlight and allow all pupils to showcase

their gifts and talents in various ways. Religious education has a profound impact on the moral and spiritual development of pupils. Staff know the pupils very well and understand their backgrounds. They strive to enable them to make sense of the world they live in. High quality resources, including other adults are used very effectively to bring learning to life in interesting and engaging ways.

Leaders ensure that the school is finding creative and innovative ways of planning and teaching using the Religious Education Directory. The subject leader has worked hard to develop road maps and lesson structures that support its effective and impactful delivery. She describes it as the *mustard seed* that is still growing, and she willingly shares her expertise for the benefit of other schools in the archdiocese. This has resulted in consistently good teaching with some outstanding practice. Religious education has full parity with other core curriculum areas. Leaders and members of the Trust are committed to providing high quality professional development in religious education for staff in both subject knowledge and pedagogical development. They are ambitious for their pupils and strive to bring the best practice to the school. A key focus for the school has been in finding ways to reach all pupils, particularly those with additional needs. Links are forged with other schools and agencies to provide an exciting range of ways to enrich pupils' learning and engagement with religious education. Self-evaluation processes demonstrate searching analysis and self-challenge resulting in strategic action that is leading to outcomes that are improving year on year.

Collective worship

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

Collective worship key judgement grade

1

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

The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation. Pupils reflect in silence, join in with prayer and are reverent during prayer and liturgy. Communal singing is a highlight for pupils. Pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition. They experience an array of prayer experiences throughout the liturgical year that aid their liturgical formation. Pupils have experience of working with their teachers to help prepare, plan and evaluate prayer experiences, including Masses, for their peers. They undertake ministries with confidence and enthusiasm. Leaders invite pupils to reflect on their preferred ways of praying as part of the school's monitoring and evaluation cycle. Pupils articulate ways in which events in the wider world influence their prayer life and can give examples of times when they have prayed for groups of people who live in war-torn countries.

The centrality of prayer and liturgy in the life of the school is clear. The range of well-planned prayer experiences throughout the year offer participants the breadth and richness of Catholic tradition in its various forms. The daily pattern of prayer is embedded. A changing focus for worship each day of the week includes Sunday scripture, patronal and other Marian devotions, saint of the week and sing and praise. This ensures engagement and active participation. Scripture passages are used during prayer and liturgy that shape the go forth messages for the pupils. Pupils articulate clearly the way that messages from the scripture teach them about how we are called to live. Leaders are inspiring models of exemplary skill and practice to staff and pupils in their leadership of prayer and liturgy. Music is used well to enhance worship and often includes hymns that have been rewritten by the pupils. Beautiful prayer spaces have been created around school and an eagerly awaited *garden of hope* in the school grounds is under

construction. This will be accessible throughout the school day to further include parents in the prayer life of the school.

The guidance provided by the policy for prayer and liturgy identifies the skills required by staff and motivates participation. A clear and comprehensive plan of prayer provision exists for the liturgical seasons, holy days, significant days and sacramental preparation. Leaders ensure that the Sacrament of Reconciliation is offered to pupils and families during Lent and Advent. Leaders, including the Trust members prioritise the spiritual and liturgical formation of staff. Staff receive high quality support and training and as a result they understand the centrality of prayer and liturgy to the life of the school. The chaplain is a guiding presence in school and is highly effective in working alongside leaders and staff to support the planning and delivery of prayer and liturgy. Leaders have a thorough and comprehensive understanding of the liturgical norms of the Church and are adept at communicating these effectively to staff and pupils. Investment has been made in supporting the subject leader to develop the prayer life of the school through the annual plan of prayer provision. In addition, well selected resources serve to capture the attention, wonder and awe of the pupils when they are invited to gather for prayer.

Information about the school

Full name of school	Our Lady of Walsingham Catholic Primary School
School unique reference number (URN)	151111
School DfE Number (LAESTAB)	3433383
Full postal address of the school	Stand Park avenue, Netherton, Bootle, Merseyside, L30 3SA
School phone number	01515250395
Executive headteacher	Not applicable
Headteacher	Collette Simms
Chair of governors	Carol Kenton
School Website	www.olwcatholicprimary.org
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Pope Francis Catholic Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2019
Previous denominational inspection grade	1

The inspection team

Fiona Brownsey	Lead
Andrea Towey	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