



Catholic Schools Inspectorate inspection report for
**Our Lady of the Assumption Catholic Primary
School**

URN: 103712

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 15-16 November 2023

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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	Fully

Summary of key findings

What the school does well

- This school exudes a strong sense of community, where everyone establishes and maintains good relationships as a priority.
- Pastoral care is a strength. Careful consideration is given to supporting pupils and their families.
- Leaders and governors are fully committed to the Catholic life and mission of the school.
- In religious education lessons, pupils have access to various interesting tasks.
- Pupils enjoy participating in prayer that focuses on celebrations of the word, enhancing these occasions with beautiful singing.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the Code of Canon Law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve:

- Ensure that pupils can clearly articulate the Catholic identity of their school, evaluating its distinctiveness.
- Analyse the findings from monitoring activities related to religious education, facilitating leaders to take well-informed strategic action.
- Identify precisely what is expected of pupils across different year groups when planning and leading prayer and liturgical celebrations.

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:.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils are proud to be part of their school family. They talk about their happiness in their work and play, reflecting this contentment in their exemplary behaviour within and around the school. Pupils are respectful of themselves and others. They know it is important to welcome new pupils and visitors warmly; they understand that looking after the environment and each other is important. Classes are named after individual saints, but pupils are not knowledgeable about this. Pupils participate with interest in activities which further the Catholic life and mission of the school. They love to participate in charity work, considering other people's needs near and far. Pupils take their leadership roles seriously, such as being a Mini Vinnie and collecting coins to raise funds following the Syrian earthquake; members of the pupil parliament like to influence decisions and proudly recall the election process they underwent. Though they are not completely clear about the wording of the school's mission statement or how to talk in-depth about the school's Catholicity, pupils' actions demonstrate their ability to live out Jesus' message to 'love one another as I have loved you'.

The sense of community is strong at this school. Pastoral care is prioritised: the care provided is unwavering and well-matched to the needs of pupils and families, which parents acknowledge and appreciate. Strong relationships are established, fostered, and maintained. Staff are committed to implementing the school's mission statement, striving to ensure that the school is Christ-centred. The school's Catholic life and mission are visible in the environment, with carefully chosen statues and religious artefacts distributed throughout the building; the prayer garden ensures the continuity of the Catholic environment outdoors. Attractive displays highlight the months of the holy rosary and remembrance, reiterating the school's Catholic ethos and linking the months of October and November to the Church's liturgical seasons, respectively.

Leaders and governors hold the school's Catholic life and mission dear, recognising their vital role in promoting and celebrating this central aspect. Strong parish links are being nurtured, with parish

clergy and most parents agreeing that the established partnership works well: leaders, including governors, are keen to strengthen and build on this connection. Leaders are aware of Catholic social teaching principles and are beginning to use this understanding to drive and deepen the school's Catholic life and mission across the broader curriculum. Although the evaluation of this area has improved since the last inspection, in line with the previous inspection's recommendations, pupils' involvement in evaluating Catholic life and mission is limited. This prevents more than a few pupils from clearly articulating the links between their positive actions and the Catholic ethos of the school. 95% of staff agree, or strongly agree, that leaders use training opportunities to enable colleagues to contribute to and shape the school's Catholic life and mission. They also agree that leaders, including governors, support new staff and more established ones: 'We are all valued. Staff wellbeing is a priority for the head teacher and senior leaders.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

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.....

2

Leadership

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

2



Pupils report that they enjoy their learning in religious education, and 96% of parents agree that this is the case. Pupils remember some of what they have learned in recent and previous topics and talk willingly about what they like best about their lessons. They have a good understanding of parables, such as ‘the prodigal son’, and can link this story to the reality of receiving forgiveness from God, our Father. Pupils explain how teachers help them, pointing out, ‘If you don’t understand, they’ll take you over it again so that you do understand.’ Pupils throughout the school work purposefully: they listen well to teachers; they show concentration; there is rarely any disturbance in religious education lessons. As a result, pupils make good progress, including those with additional needs. The presentation of written work is variable. However, there is evidence in pupils’ books that they are becoming more creative when completing tasks. Pupils contribute during discussions and notice the points shared by their peers.

Teachers are committed to religious education and recognise this as a core subject within the school. Generally, teachers have good subject knowledge. They follow agreed-upon teaching approaches, showing that many school systems are embedded. In the best examples, the use of ‘talk partners’ enables pupils to rehearse and share their ideas with the person sitting next to them before contributing to the discussion; frequently, but not consistently, this opens the learning and encourages teachers to engage in open, rather than closed, questioning with pupils, leading to deeper learning. Feedback is inconsistent across the school in religious education, resulting in some pupils being unsure how to improve their work and unable to articulate their progress confidently. An aspect of strength, however, is the relationships developed between staff and pupils, creating an atmosphere conducive to good learning habits in pupils. Teachers celebrate pupils’ efforts and take time to ensure that pupils feel ready, safe, and comfortable to learn. Teaching assistants contribute well, reinforcing teaching points and supporting pupils to access appropriate learning.

Leaders follow diocesan advice concerning the religious education curriculum. They ensure that religious education is comparable to other core subjects regarding resourcing, time, and attention when planning staff training opportunities. There have been changes in the leadership of religious education. Although this has presented challenges, leaders are trying hard to ensure that the focus remains fixed on this important subject. They work with colleagues from other Catholic schools to moderate and compare standards in pupils' books, providing confidence in the accuracy of teachers' assessments at Our Lady of the Assumption. The head teacher has a vision for what she wants to achieve in religious education and has identified where her support is needed to help standards rise. Leaders' plans ensure that enrichment activities are included within lessons to engage and motivate pupils: these bear fruit and help teachers keep their lessons interesting and varied. Internal monitoring activities are in place, and these occur regularly, although the analysis of findings is not rigorous enough to lead to strategic action or further improvement in religious education. Governors are regular visitors to the school and are tuned into development plans linked to religious education, ensuring that this subject remains a priority for discussion and attention in meetings.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Pupils respond well to all opportunities related to prayer and liturgy. Pupil participation is a strength: they reflect quietly, sing enthusiastically, and pray aloud confidently. Pupils can talk about what happens when they pray at school, recognising that 'all of us share a respect for God'. When guided, pupils explain that 'attentive' means to 'sit carefully and watch' and that 'discerning' could be linked to 'making a choice'. However, when they are outside the time of prayer and reflection, they cannot easily translate the message to take it into the day as a mission. Pupils work well with each other when planning and leading prayers that focus on celebrations of the word: at these times, there is much evidence of pupils taking a central role in leading worship, reading scripture and talking without adult intervention. However, there is less evidence of pupils taking complete ownership, being creative on these occasions, or increasing the type of independence that grows and develops as pupils move up through the school. Pupils clearly state that prayer and worship are important to them and positively impact their lives. One parent says that her child initiates prayer at home, linking this directly with how she lives out her faith beyond the school day.

Prayer is an essential element of school life and an established daily routine. The range of ways in which this school community prays is growing. Staff can lead prayers focusing on celebrations of the word themselves; they are also developing skills to support pupils in planning and leading such prayer services, although this is underdeveloped. The youngest pupils get off to a great start in building up the sacred space before prayer: they choose the appropriately coloured cloth and select from a range of religious artefacts to suit the occasion; adults support pupils in doing this and narrate through the process, giving explanations. This aspect is not carefully followed through in every year group, meaning that opportunities are lost to develop in pupils a more profound understanding, year by year, of how to be a pupil leader in faith and strengthen their capacity to be more independent. Staff use their own gifts to enhance prayers, focusing on celebrations of the word, including their musical skills.

The prayer and liturgy policy confirms its importance in the minds and actions of leaders and governors. Consequently, the school calendar includes opportunities for regular liturgical celebrations, which link directly to the Church's seasons. The focus in school displays reflects these times, such as the availability of slips of paper to note the names of loved ones during the November month of remembrance of holy souls. Leaders and governors prioritise the celebration of Mass, not only on holy days or special occasions but throughout the year. They understand that pupils of different ages can lead and participate in a manner reflective of their capacities, but this has not been embedded in school systems and processes to make it sufficiently different, for example, between what happens in prayer times within Key Stage 1 classes through to those in Key Stage 2. Staff report that leaders and governors support them well: they are grateful to have training in supporting the school's prayer life. Budgeting, staffing, and resourcing are all considered to ensure that prayer and liturgy remain uppermost in plans to ensure pupils continue growing in faith at Our Lady of the Assumption.

Information about the school

Full name of school	Our Lady of the Assumption Catholic Primary School
School unique reference number (URN)	103712
Full postal address of the school	Hawthorn Lane, Tile Hill, Coventry, CV4 9LB
School phone number	02476 466655
Name of head teacher or principal	Rachel Askew
Chair of governing board	Patrick Daley
School Website	ourlady.coventry.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	May 2017
Previous denominational inspection grade	2

The inspection team

Fionuala Boucher

Lead inspector

Karen Bennett

Team inspector

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