



Our Lady of Perpetual Help Catholic Primary School

URN: 106770

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

15–16 January 2025

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

2

Collective worship (p.7)

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

2

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 fully complies with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school is fully compliant in relation to previous areas for improvement.

What the school does well

- The school is led and governed with a focused and determined belief in the value of its Catholic life and mission, in partnership with the local parish.
- Pupils enjoy religious education lessons. They engage well, and their behaviour for learning is excellent.
- The pastoral care of staff, pupils and families is prioritised. Staff give the highest levels of support to pupils and families.
- Pupils' behaviour is exceptional because they show deep respect and reverence for their dignity and that of others.
- Pupils respond extremely well to the experiences of prayer and liturgy provided by the school, and are able to say how these experiences have led to action.

What the school needs to improve

- Ensure that the principles of Catholic social teaching are fully integrated across all subject curricula, and suitably articulated by all pupils.
- Enrich and improve the outcomes in religious education for all groups of pupils by empowering them with the skills to independently think, act, and respond more deeply.
- Develop systems that enable pupils to plan, deliver, and evaluate prayer and liturgy more effectively, so they can lead prayer more independently and creatively.

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

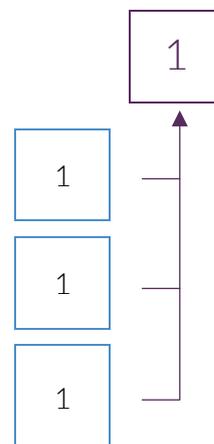
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



All school community members embrace the mission statement, 'Love God, love our community, share kindness'. Pupils describe the school as 'like one big family' – a view shared by staff and parents, with one parent remarking 'they care for our children as if they are their own children'. Everyone is welcome in this Christ-centred, inclusive school, where the language of love and support for others is its foundation. This joyful community actively witnesses their faith through their daily interactions with others. The pupils have a clear sense of belonging and of their roles in working with their teachers to create a well-ordered vibrant school where Jesus is at the centre and they are safe and secure. Pupils are growing in knowledge of Catholic social teaching, responding eagerly and joyfully to the opportunities afforded to them for acts of charity on a parish and much wider level. Their enthusiastic acts of kindness, such as the Pupil Parliament group raising money to provide sleeping bags for the homeless community of Doncaster, develops an understanding of the happiness which they can create. Their eagerness to fulfil chaplaincy roles themselves is a major feature of the impact of the Catholic life and mission of this school. The behaviour of pupils is exemplary in lessons and throughout the school.

Our Lady of Perpetual Help school is a family in which all are welcome. Following Jesus's example is woven into all that happens in the school; its mission is its core foundation. All staff take time to listen to the pupils, ensuring they are happy, confident, and secure in their spiritual, physical, and emotional growth. They are deeply committed to the school, understanding the needs of the community they serve. The school is 'an oasis' where the care for pupils and each other is authentically Catholic. Pastoral care is a real strength, and pupils and their families are known and cared for as individuals by the whole staff team. The physical environment is a living and breathing testimony to the school's Catholic identity; every aspect is extremely well cared for.

The parish priest is a frequent visitor to school, and he is sincerely valued by staff and pupils. Chaplaincy provision is further enriched through the Care for Creation team, the chaplaincy team and the high level of pastoral care provided by dedicated teaching assistants. The school delivers relationships, sex, and health education through a well-sequenced scheme of work that meets diocesan requirements.

Leaders and governors are deeply committed to the Church's mission and live out the Gospel. As a result of placing mission at the heart of all they do, leaders are quick to celebrate the many successes within the school. Leadership from the visionary and committed executive head teacher and head of school, the dedicated parish priest, and the applied governing body ensures that many areas of Catholic life and mission are central, resulting in a community rooted in its mission and faith. Leaders have flourishing relationships with the school and its local parish. Leaders truly embrace and support parents being the first educators. Parents speak of the school being very positive and inclusive, with one commenting, 'it is much more than a school'. Pastoral care, support for the vulnerable, care for our common home, and respect for the rights and dignity of staff are all hallmarks of Our Lady of Perpetual Help school. Staff welfare is highly valued. Catholic social teaching is at the heart of school life, though it is not yet fully integrated across all subject curricula. Governors are dedicated and influential in monitoring, evaluating, and providing appropriate challenges and support, further enhanced through the work of the Catholic Nature Governance Committee.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

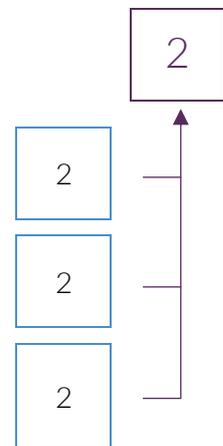
How well pupils achieve and enjoy their learning in religious education

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 demonstrate a secure understanding of religious education. They achieve well, including pupils with special educational needs and /or disabilities, who are well-supported, resulting in them making good levels of progress. Pupils are encouraged to establish links with prior learning, which helps them achieve well and remember more of the knowledge they learn as they progress through the curriculum. Pupil responses in religious education lessons show they are engaged and passionate about their learning, resulting in exemplary behaviour in class. They produce work in their books that is well presented and shows a range of activities introducing key concepts. However, not all pupils are given the opportunity to extend their learning as some activities limit pupils' responses. Pupils can explain how they enjoy their learning and proudly showcase their achievements. Pupils complete their work with enthusiasm and pride, valuing the opportunities given to present their work in a variety of ways including, storyboards, artwork, and drama. Teaching and Learning strategies such as the mastery approach have been successfully implemented. These have already had a positive impact in deepening pupils understanding and helping them articulate the next steps in their learning.

Teachers understand age-appropriate strategies for how pupils learn. They are committed to the value of religious education and communicate this effectively to their pupils. Teachers use questioning during lessons to identify where pupils are in their understanding. As a result, they adapt explanations and tasks, which serves to further enrich and improve learning for most pupils. Partner talk is used effectively, encouraging pupils to question what is being presented. Staff adapt their teaching for various groups of pupils through careful planning and providing scaffolds to support pupils with special educational needs and /or disabilities. Using the 'Agree, Build, Challenge' approach, teachers enable pupils to reflect and expand their thinking. Extension questions, verbal and written, support pupils in developing their spiritual and moral

reflections at a deeper level. However, this is not yet consistent in enabling more significant challenge for pupils with higher prior attainment. Pupils are given many opportunities to link their learning to their own lives. Pupils efforts are recognised and celebrated through the weekly achievers assembly. Resources, including Bibles, are used effectively by staff to maximise learning, and many pupils demonstrate confident Bible referencing skills. As a result, pupils recognise the importance of God's Word and how it 'guides our lives'.

Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, and timetabling. The subject leader for religious education has a clear vision for the subject and the knowledge to drive further improvements. She has worked tirelessly to support and upskill staff to ensure pupils develop secure knowledge and skills. As a result of training and professional support, teachers plan well-structured and engaging lessons for their pupils. All leaders are committed to securing regular, high-quality staff training in religious education linked to subject knowledge and teaching techniques. The subject leader for religious education and executive head teacher have a very good understanding of the teaching and learning across the school. They are very responsive to the needs of staff and provide informal, regular support when it is required. In addition, a range of internal and external training for staff takes place, albeit the specific impact of this is not always regularly evaluated. Leaders and governors ensure that they listen to and act upon feedback from pupils and parents through parental questionnaires and planned pupil voice opportunities.

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

2

Leadership

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

2

2

Pupils engage well in experiences of prayer and liturgy, and there is full participation from all. Pupils demonstrate prayerful silence and attentiveness in their responses. They have a secure understanding of how to pray, which is shown daily by every pupil. Prayer and reflection often result in pupils inspired to take action for example, fundraising for Ukraine, and writing to Greenpeace. Pupils work well with others to take ownership of prayer and liturgy whilst also having good practice modelled by all those around them. Opportunities to pray through song are planned for, along with enabling pupils to learn the traditional prayers of the Church. Pupils have secure knowledge of the Church's liturgical year and are confident in discussing different themes, prayers, and colours appropriate to the time of year. Pupils and staff work together to plan prayer and liturgy, and pupils are willing to lead worship in class, across all year groups. Each week the Chaplaincy Team lead Virtue liturgies. In addition, pupils also participate in both whole school and class-based celebrations of the word. They have begun to develop the skills and confidence to plan, and lead prayer and liturgy independently, however they do not, as yet routinely evaluate the quality and impact of this in order to facilitate further improvement.

Prayer and worship are central to the life of Our Lady of Perpetual Help school. Pupils have a secure knowledge of the structure of the celebration of the word and can clearly describe the components of gathering, listening, responding, and going forth. All sections are well planned, and scripture is always prioritised during prayer. Prayer has a clear message and purpose; themes for Masses and assemblies always reflect the liturgical calendar. Each classroom has a dedicated prayer area, and in addition Our Lady's prayer garden is a permanently dedicated prayer space, accessed by both pupils and staff; and regularly maintained by the Care for Creation team. Progression of prayer knowledge is secure, and most pupils articulate this with confidence. Using scripture is a strength, especially where links are made between the

classroom, home life, local community, and the wider world. The school proactively supports and encourages families in prayer at home through the use of prayer bears, travelling cribs and Lenten prayer bags. Parents value these resources and the opportunity to attend assemblies and school Masses both at school, and in the parish church. Pupils are beginning to use a wider range of creative forms within prayer, including a variety of art forms, and drama, although this is yet to be embedded across all classes.

The school's Prayer and Liturgy policy and related progression skills document are accessible and useful in helping staff prepare prayer and liturgy. Leaders ensure that the Sacrament of Reconciliation is offered at key times in the liturgical year, such as Lent and Advent. Sacramental preparation is also provided in partnership with the local parish. Holy Days of Obligation are observed, and whole school Masses are celebrated. Leaders have in-depth knowledge and understanding of the liturgical year and ensure that prayer is matched appropriately and thoughtfully. Leaders and governors ensure that staff receive quality and effective induction training and continuing professional development, including most recently, staff training focused on *'The Prayer & Liturgy Directory - To love You more dearly'*. Leaders, including governors, ensure that prayer and liturgy are well resourced and suitably audited on an annual basis. Leaders have put in place a system of monitoring and evaluation for prayer and liturgy, however this is not yet fully embedded to enable them to fully review the impact and effectiveness of measures and strategies that have been implemented.

Information about the school

Full name of school	Our Lady of Perpetual Help Catholic Primary School
School unique reference number (URN)	106770
School DfE Number (LAESTAB)	3713315
Full postal address of the school	Our Lady of Perpetual Help Catholic Primary School, Finkle Street, Bentley, Doncaster, DN5 0RP
School phone number	01302874291
Headteacher	Diane Collins
Co-Chairs of governors	Helen Bellinger, Paul Batchelor
School Website	www.ourladys.doncaster.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	Outstanding (1)

The inspection team

David Quinn

Bernadette Twomey

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