



Our Lady's Catholic Primary School

URN: 100048

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

19–20 March 2026

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

2

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 is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- School leaders and staff are positive role models who, through their relationships with each other and the pupils, bear witness to the school's Catholic life and mission.
- Pupils understand and embrace their mission, 'Go shine in the world and live as Jesus lived,' which is reflected in the prayer life of the school.
- Pupils' engagement and enjoyment of their lessons in religious education result in secure religious literacy and good outcomes.
- There is a strong culture of welcome and support for the most vulnerable pupils in the school community, so that all pupils are encouraged to flourish.
- The home/school/parish partnership is a reflection of the building of a faith-filled community.

What the school needs to improve

- Encourage pupil chaplains to take a leading, proactive role in responding to the demands of Catholic social teaching.
- Provide regular and ongoing training for teachers to increase their confidence in delivering the religious education curriculum and accurately assessing pupils' knowledge and understanding.
- Offer pupils a wider range of engaging and creative experiences of prayer and liturgy, reflective of the breadth and richness of Catholic tradition.

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

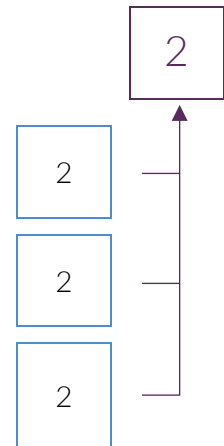
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at Our Lady's know, understand and live the school's mission, 'Go shine in the world and live as Jesus lived.' Pupils participate as pupil chaplains, seeking opportunities to grow in virtue, pursue the common good and serve those in need. They talk positively about the difference they make to their local, national and global communities, and they understand aspects of the theology underpinning their actions. One member of the chaplaincy team explained that 'we try to love our neighbour because that's what Jesus did.' Opportunities to serve include donations to the local food bank, fundraising for Cafod, the St Vincent de Paul Society and for a Catholic community in Kenya through the New Ways charity. Pupils would now benefit from taking a leading, pro-active role in responding to the demands of Catholic social teaching. Pupils' behaviour shows a deep respect for their own personal dignity and that of others. They can clearly express the understanding that they are made in the image and likeness of God, and they are confident about expressing their relationship with Him. Even the very youngest children in the school can demonstrate their growing faith. Children in Reception class were able to reflect prayerfully that Lent is a season 'where we have to love one another, love our family and love our neighbour'. One parent remarked upon the 'great ethos at the school and a real balance of education, Catholic values and allowing children to feel safe and nurtured.'

Parents speak warmly of the welcome provided to all families at Our Lady's. One parent praised Our Lady's as an 'incredible' school which helps families through 'multiple challenges'. Another parent spoke appreciatively of the support given to her child by 'everyone' in the school. Staff embrace the mission of the school, which is encapsulated not only in their relationships with each other but also in the levels of care and nurture they provide for all pupils, particularly the most vulnerable. The school environment bears witness to its Catholic identity, with central

displays focusing on the principles of Catholic social teaching, the school's 'Look After Our World' studies and the uniqueness of each individual, celebrated through pupils' self-portraits and an 'international connections' board highlighting pupils' diverse backgrounds. Appropriate scripture passages enhance the displays and celebrate the school's aim to provide 'life in all its fullness'. The provision for relationships, sex and health education is carefully planned and meets all diocesan requirements. The programme is well-resourced and promotes a holistic vision of the human person.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are aware of its contribution to the lives of the people it serves. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The leadership team show their commitment to the principles of Catholic social teaching through the provision of a planned curriculum in this area. Leaders and governors work closely with the diocese, attending training and working in close partnership, to enthusiastically respond to diocesan policies and initiatives. They are committed to the further development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, and there is a flourishing partnership with the local parish priest. The school has a parent engagement strategy ensuring that parents are kept well-informed about key events in the Catholic life of the school. A parent commented appreciatively upon 'the positive impact of the school's approach to Catholic life and mission', remarking on its impact upon her child's development: 'It is encouraging to see how his learning is extending beyond the classroom and influencing his awareness and understanding in daily life.'

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

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

2

Pupils are developing good knowledge, understanding and skills in religious education which exemplify the learning required by the *Religious Education Directory*. They are invited to recall prior learning through regular retrieval practice, reviewing prior knowledge and linking it to new learning. There is a consistent structure to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to explore key concepts. Pupils are religiously literate and are encouraged to use subject-specific vocabulary during class discussions. They can work both collaboratively and independently on tasks, and their focus and enthusiasm result in good progress. Pupils in Year 5 were able to speak confidently about their learning in religious education; one explained her interest in 'learning about Jesus and His miracles and about what God does to help us.' Effective adult support and appropriate visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is on a par with other core subjects. Creative learning methods enhance pupils' engagement and allow them to explore their learning through a wide variety of media including debates, diary entries, newspaper reports and drama.

Teachers demonstrate a commitment and bear witness to their belief in the impact religious education has on the spiritual development of pupils. Pupils are given space and time for reflection in some lessons, but would benefit from greater opportunities for purposeful reflection during lessons. As a result of regular professional development, through diocesan courses, partnership meetings, and support from the religious education subject leader, and senior leaders, planning is thorough. Lessons extend pupils' knowledge and understanding so that pupils learn well. Scripture is used as an integral part of lessons, which has given pupils the opportunity to become skilled at linking messages in scripture to their daily lives. One parent

observed, 'My child has developed a genuine interest in Bible stories through what he has learned at school, and he often shares these stories at home with enthusiasm.' Teachers encourage pupils to delve deeper into their theological understanding to maximise learning, using key vocabulary and their knowledge of scripture. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum, as set out in the *Directory*. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources and accommodation. The religious education subject leader, although new to the role, supports staff in planning and delivering the scheme of work so that creative teaching methods are used to promote active learning and engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and senior leaders. One staff member described religious education lessons: 'Planning support within the school is very strong with clear guidance and well-structured resources that make it easier to deliver engaging lessons.' Collaborative planning 'surgeries' secure coherence across the ages and phases of learning. It is important to provide regular and ongoing training for teachers to increase their confidence in delivering the religious education curriculum and ability to accurately assess pupils' knowledge and understanding. Additional adults in class are effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed at governors' meetings. Governors visit the school regularly, supporting a strategic vision for development. The link governor for religious education, who is also the parish priest, visits classes weekly to support learning and spiritual development. Monitoring and analysis by senior leaders and governors lead to improving outcomes for all pupils.

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 reverently in the prayer life of the school. A range of ways of praying is offered to pupils, including traditional prayer, meditation, silence and reflection. Pupils readily take on the responsibility to lead worship with the support and guidance of class teachers, and they are able to evaluate the classroom worship they have planned. Pupil chaplains work together with leaders to lead prayer in their own classes and support Gospel assemblies. Pupil chaplains describe their role: 'We have to follow in Jesus' footsteps, tell people about the Bible, and spread the Word'. Scripture is central to prayer, and appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils know a repertoire of hymns which complement liturgies and are linked to the liturgical year. Designated prayer spaces are provided in the classrooms. Individual prayer books follow the prayer journey of each pupil through the school, from Early Years to Year 6. A member of staff observed, 'We encourage children to engage with prayer in a variety of ways through the day, alongside promoting values such as empathy, forgiveness, and respect.'

Prayer supports and nourishes the school community, and pupils draw inspiration from the lives of saints. Pupils can say their daily prayers with confidence and reverence. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. Prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. A Year 6 pupil described how he felt inspired by praying the Stations of the Cross and by the way Jesus 'persevered' through His immense suffering. A Year 5 pupil declared, 'Any of your needs you can talk to God and spill your worries.' Another pupil explained, 'If you have trust in God, He can help you in difficult times, when you're scared.' The school's partnership with the local parish priest ensures that pupils participate in

the sacraments. Staff, including senior leaders, are models of good practice to other staff and pupils by engaging with and leading prayer and liturgy. Pupils are given regular opportunities to plan, lead and evaluate liturgies. Pupils would now benefit from being offered a deeper encounter with God in prayer and liturgy through a wider range of engaging and creative experiences.

Leaders and governors ensure that pupils in the school are offered a meaningful experience of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy and regular professional development opportunities, for example, diocesan training, partnership meetings and peer coaching. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar marked by Masses, liturgies, feast days and sacramental celebrations. The Sacrament of Reconciliation is celebrated at key times in the liturgical year. Parents are invited to attend assemblies, liturgies and Masses through newsletters and the school website. Governors prioritise a generous budget for resources, for developing prayer areas and for providing professional development for all staff. Staff are given ample opportunity to attend relevant diocesan courses, meetings and moderation days. As part of the school's self-evaluation, staff, parent and pupil voice questionnaires are used by leaders to review and improve the quality and impact of prayer and liturgy. A staff member observed, 'The role of prayer and religious education in Our Lady's has helped to create a strong, caring school community.'

Information about the school

Full name of school	Our Lady's Catholic Primary School
School unique reference number (URN)	100048
School DfE Number (LAESTAB)	2023655
Full postal address of the school	Pratt Street, Camden, London, NW1 0DP
School phone number	02074857997
Executive Headteacher	Moya Richardson
Head of school	Emma O'Reilly
Chair of governors	Elena Gillies
School Website	https://www.ourlady's.camden.sch.uk/
Trusteeship	Diocesan
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	13 November 2019
Previous denominational inspection grade	1

The inspection team

Norah Flatley

Christine Curtis

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