



Our Lady's Catholic Primary School

URN: 116883

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff-Menevia

11–12 February 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 compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the diocesan bishop.
- The school has responded to the areas for improvement from the last inspection.

What the school does well

- The head teacher and religious education (RE) leaders work in close collaboration, sharing their expertise, complementary skills and knowledge to actively promote and enhance RE throughout the school. Alongside the governors, who are passionate and dedicated to the mission of Catholic education, they demonstrate a strong ambition for the school's future development.
- The school has a welcoming, inclusive, and supportive ethos, ensuring everyone within its community is valued and respected.
- The RE curriculum is well planned, and pupil assessment is robust.
- Behaviour is exemplary throughout the school.
- The dedicated prayer space provides pupils with a calm, sacred environment for prayer and reflection. It powerfully demonstrates the school's commitment to nurturing spiritual development and has quickly become a valued, transformative part of pupils' daily lives.

What the school needs to improve

- Further develop the RE curriculum by embedding creative pedagogies including art, music, and drama to deepen pupils' religious understanding and strengthen their knowledge and skills.
- Develop opportunities at class and whole-school level to enable pupils to encounter the sacred through rich, sensory, and symbolic experiences in prayer and liturgy and build both teacher and pupil capacity to plan and lead these experiences with confidence.

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

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

2

Our Lady's Catholic Primary School is a warm, nurturing, inclusive community. Their mission statement, 'We aspire that through the love of Jesus everyone should have life and have it to the full', ensures all pupils grow in confidence, joy, and purpose. Pupils are known and valued as individuals and encouraged to grow academically, spiritually, socially, and emotionally within a culture shaped by Gospel values. Strong relationships underpin school life, creating an environment where children feel confident, safe, and able to thrive. Pupils understand that they are unique creations of God and are supported to recognise His presence in their daily lives. They respond with kindness, gratitude, and a spirit of service. The intentional teaching of virtues helps them apply the Gospel in practical ways, shaping their character and guiding their choices, as demonstrated in the 'conscience alley' activity. Catholic social teaching is embedded across the curriculum and wider school life, encouraging pupils to make a positive difference. Through charitable outreach and project work, they develop an age-appropriate sense of justice, stewardship, and compassion. The Mini Vinnies spoke proudly about supporting others, knowing that their actions reflect the love of Christ and contribute to the common good: "When we help others, we are spreading God's love and giving people hope."

Well planned learning experiences, spiritual formation, and inclusive practice ensure that every child is supported to "live life to the full" and grow as a child of God. Pupils from non-Catholic religious traditions are welcomed and respected. Pastoral care is a notable strength; pupils are listened to and supported. Staff work closely with families through outreach and home visits to meet emotional and spiritual needs. Staff model the mission with integrity and joy, creating a community where faith is lived, celebrated, and shared. The parish priest's regular visits enrich the spiritual life of the school. Pupils welcome the opportunity to ask questions and grow in their

understanding of faith while staff appreciate his guidance in supporting the spiritual formation of the entire school community. Sacred spaces and displays help create a vibrant visual Catholic identity throughout the school and are clearly valued and understood by pupils. The relationships and sex education (RSE) curriculum is thoughtfully planned using Archdiocesan recommended resources rooted in Church teaching, helping pupils develop a secure understanding of relationships, dignity, and personal growth.

The school's leadership demonstrates a clear and purposeful commitment to the Catholic life and mission of the school. The newly appointed, inspirational head teacher and the committed, conscientious RE leaders ensure that Christ's call to live the mission is evident in daily practice, fostering a community where pupils and staff grow. Leaders and governors maintain effective links with the parish, diocese, and wider Church, enabling the school to contribute meaningfully to local and global Catholic priorities. Parents are warmly welcomed as first educators in their children's education, and well established home-school relationships reflect high levels of trust and confidence in the school's ethos, as highlighted in parent questionnaires: 'we are all made welcome in this family school'. Governors safeguard the school's Catholic character with deep conviction and continue to strengthen their monitoring and self-evaluation, ensuring all decisions remain rooted in Gospel values and Catholic social teaching. They work closely with diocesan guidance and prioritise staff wellbeing and professional development. The school participates in all diocesan training. New staff feel well supported by the head teacher and RE leaders and feel confident in contributing to the Catholic life of the school. Leaders and governors regularly evaluate and plan for Catholic life and mission, using pupil voice to inform the process.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

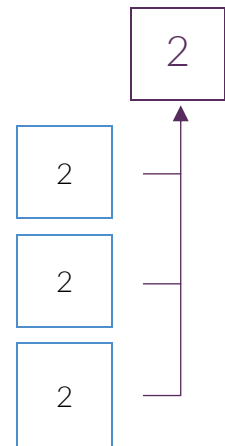
How well pupils achieve and enjoy their learning in religious education

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 develop secure knowledge, understanding and skills in line with the *Religious Education Directory*. They know more and remember more, supported by a well-developed RE curriculum that is shaped collaboratively across the school and strengthened through partnership working. Pupils make good progress from their starting points and achieve well relative to their capabilities. Work in books and evidence from lessons shows that pupils can enquire, interpret, and apply learning with increasing confidence. School assessment data indicates that pupils make good progress with no significant variation between groups of pupils. Pupils with additional needs receive effective pre-learning support, enabling them to participate fully and make meaningful progress. Standards in RE books are good, work is well presented, and pupils are given age-appropriate opportunities to explore spiritual, ethical, and theological ideas using subject-specific vocabulary. Pupils make clear links between their RE learning and Catholic social teaching, applying principles such as dignity, stewardship, and the common good. They are increasingly aware of how faith shapes their choices, guides their actions, and influences the community they belong to.

Teaching is good throughout the school, and where practice is stronger, it should be shared to further enhance consistency and quality. Teachers are hardworking, dedicated, and well supported. Their confidence and commitment to RE strengthens pupils' engagement and secures the development of their religious knowledge, understanding, and skills. Pupils respond positively to the enthusiasm and clarity with which RE is taught, resulting in high levels of engagement across year groups. For example, younger pupils used mirrors to draw themselves and recognise their uniqueness as a creation of God, and older pupils were given the choice to respond to their learning using a range of resources. Thinking skills activities were used effectively to engage pupils in paired work, and bibles were used well throughout KS2 to support

their learning. Lesson planning is closely linked to accurate assessment of pupils' prior learning, enabling teachers to design tasks that consolidate, build, and extend learning. Questioning is used effectively to deepen understanding, identify misconceptions, and assess new learning. Feedback is purposeful, the use of 'discern' and 'record' helps pupils understand how well they are doing and what they need to do to improve, with praise used appropriately to motivate and encourage. Teachers record pupil assessment using a school-developed assessment organiser, and outcomes are recorded termly on an online tracking system, producing useful data that is analysed to identify pupils' progress and set targets. Resources are well chosen and closely matched to pupils' needs, and the school's knowledge organisers effectively support and structure learning. Support staff contribute positively to learning, scaffolding understanding and promoting pupils' independence.

Leadership of RE is robust, well organised, and highly effective, providing clear direction and ensuring teaching is well supported. The focused development of comprehensive planning and rigorous assessment by RE leaders has strengthened the consistency and depth of teaching and learning. RE leaders attend all diocesan training, which is disseminated to strengthen both subject knowledge and pedagogy throughout the school. RE has parity with other core subjects in terms of time, staffing, and resourcing, reflecting leaders' commitment to its central place in the life of the school. Dedicated and knowledgeable governors champion the school's Catholic vision with clarity and purpose. They provide good challenge and meaningful support to leaders and play an active, visible role in monitoring the quality of RE. Self-evaluation is honest, accurate, and reflective, clearly identifying strengths and priorities for development. A well-established cycle of monitoring and review, led by the senior leadership team and fully involving governors, is firmly embedded, and pupil voice is consistently sought and valued.

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 wholeheartedly in prayer and liturgy, participating with reverence, confidence, and joy. They are familiar with many ways of praying, including formal prayers, meditation, Examen and seasonal devotions such as the Rosary. Older pupils articulate a secure understanding of the liturgical year. Using a classroom model, they speak confidently about its seasons, colours, and key feasts, and explain how these shape school worship. With the support of an appropriate adult, pupils plan, lead, and participate in class and whole-school acts of prayer and worship. Pupils discuss how prayer and liturgy connect to classroom learning and school life. They speak with growing maturity about how prayer helps them feel close to God and highlight the impact of the 'go forth' message, explaining how it inspires them to take action, support charity work, and make good choices. Younger pupils say that prayer helps them feel calm and kinder. The beautiful class and school Spirit Journey books capture their engagement, reflection, and spiritual growth over time. An older pupil described being proud of this book because it shows how they are moving towards "having life to the full".

Prayer and liturgy are central to daily life, shaping the rhythm and spiritual identity of the whole community and helping pupils to remain centred on Christ throughout the day. Scripture sits at the heart of prayer and liturgy, with readings and themes chosen in line with the liturgical calendar. Staff model reverence and confidence in prayer and liturgy, teaching and enabling pupils to take increasing responsibility for preparing readings, prayers, symbols, and sacred spaces. Leaders demonstrate strong practice as both leads and participants in prayer, ensuring worship is rooted in the Church's expectations and celebrated with dignity and inspiration. The whole-school Shine Your Light service and the Walk with Jesus meditation created a deeply sacred atmosphere that invited reflection and prayer, enriching the spiritual life of the entire

school community. Parents valued the experience and spoke of the sense of awe it created. Pupils spoke enthusiastically about school Masses, Reconciliation, and seasonal devotions such as the Stations of the Cross and November prayers and understood that this helps them see that prayer is not limited to school but is part of their whole life and the wider Church family. The newly developed, carefully created prayer space offers pupils a calm, sacred, reflective environment where they can pray, explore spirituality, and take responsibility for their own faith formation. The priest plays a central role in supporting a well-established school-parish partnership, offering guidance, presence, and pastoral encouragement that strengthens pupils' participation and deepens the school's connection with the parish community. Parents stated that Masses are happy occasions that develop pupils' confidence in liturgical ministries.

The head teacher provides visionary leadership for prayer and liturgy, ensuring it is not just a routine but a meaningful highlight of school life. Leaders and governors have a clear and well-formulated policy for prayer and, highlighting the formal prayers of the Church to be used in each year group, this shapes practice and ensures progressive participation. Leaders and committed governors prioritise the Celebration of the Eucharist on holy days of obligation, timetable Masses, and ensure access to the Sacrament of Reconciliation at key times in the liturgical year. Leaders attend diocesan training, work with partner schools, and draw on the expertise of the parish priest and the Belmont Abbey monastic community to provide staff with purposeful professional development. Evaluation of prayer and liturgy forms a meaningful part of the school's annual review cycle, and the allocation of time, staffing, and resources ensures they remain central to school life.

Information about the school

Full name of school	Our Lady's Catholic Primary School
School unique reference number (URN)	116883
School DfE Number (LAESTAB)	8843330
Full postal address of the school	Boycott Road, Hereford, Herefordshire, HR2 7RN
School phone number	01432274814
Executive headteacher	Not applicable
Headteacher	Aga Przybylska
Chair of governors	Stuart Fox and Philip Dixon (Co-Chairs)
School Website	http://www.our-ladys.hereford.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Not applicable
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	1 st – 3 rd April 2019
Previous denominational inspection grade	GG

The inspection team

Jacqueline Phillips
Sheelagh McCool

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