

# Ladymount Catholic Primary School

URN: 105084

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

03–04 December 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

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 compliant with the general norms for religious education and the 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

- Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident and feel secure.
- Conscious that Christ is at the heart of the school, there is a lived sense of community, evident in the quality of relationships and the strong culture of welcome.
- Leaders and governors embrace and actively promote the principle that Catholic schools are at the service of the local Church. They work hard to ensure a flourishing partnership between the school and the local parishes which is central to the Catholic life and mission of the school.
- Leadership of RE is a real strength of school. Staff speak highly of the support they receive.

## What the school needs to improve

- Governors require support to empower them to actively engage in the review of Catholic life and formally record challenge of leaders with regard to Catholic life and mission and prayer and liturgy.
- School should consider the consistency of marking and the impact marking has on pupil progress, adopting a more ambitious strategy which embeds explicit instruction.
- School should ensure that challenge is explicit in lessons and can be consistently evidenced in books and through questioning.

## 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

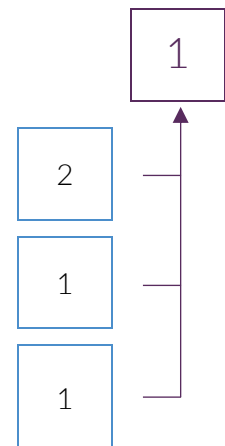
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 Ladymount understand and value the distinctive Catholic identity of the school. They state 'Our school has strong Catholic values. We stick by our values, and everyone is valued equally.' Pupils actively participate in the Catholic life and mission of the school. They are happy and feel secure stating 'Everyone is a child of God. Everyone is special in their own way. School values the fact that we are all unique.' Pupils seek opportunities to actively engage in responding to the demands of Catholic social teaching. They take care of the common home both locally via the eco group and globally, raising funds for Cafod to support the provision of clean water abroad. Pupils also participate in a number of charitable activities, demonstrating their support of the preferential option for the poor. However, they are yet to take a lead role in proactively finding ways to respond. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils value the school's chaplaincy provision and actively participate in Mini Vinnies, who serve the community by collecting for the Wirral food bank. The school choir and Mini Vinnies also visit Fairfield's and Ridgewood Court retirement homes and the Kylemore Community Centre. Leadership roles within chaplaincy remain an area to develop further.

The mission statement is a clear expression of the educational mission of the Church. The life and mission of the school are deeply rooted in the word of God. Parents and carers attest to this stating 'Faith is a big part of our life, which is why we chose Ladymount for our child to attend. We're so glad our child is fully supported in prayer, faith and love'. There is a lived sense of community in Ladymount. Staff state 'What we are most proud of as a community is supporting children to live out Gospel values'. Generations of families attend this school, as do the children of many of the staff, reflecting Ladymount's ability to provide an exceptionally supportive and joyful community. One governor stated 'I am a teacher and my children attend this school. This is where I want my children to be'. Staff provide the highest levels of pastoral care for pupils. The chaplaincy provision is strong in its support to the life and mission of the school. The provision for relationships and health education meets diocesan requirements and is faithful to the teaching of the Church.

Leaders at Ladymount are passionate that all children flourish in the image of Christ. School works hard to ensure a flourishing partnership between the school and its local parishes of Holy Family and Our Lady and Saint John. Leaders state, 'Father is an inspiration to our students.' The parish priest states 'The school motto is love one another as I have loved you. Ladymount lives this out.' The school has highly successful strategies for engaging with parents and carers. They state, 'We meet the parents where they are in their own journey in faith.' Parents and carers have a thorough understanding of the school's mission and are highly supportive of it. They state, 'We could not be happier with the school, and we feel very lucky that our child attends such an incredible school.' The curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Governors are ambitious for school and emphasise it as a school improvement priority. Nevertheless, a greater emphasis on evaluation of provision and challenge to school leaders is an area to strengthen. Professional development, focusing on the Catholic life of the school is well planned and effective. As a result, staff have a comprehensive understanding of the school's mission.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

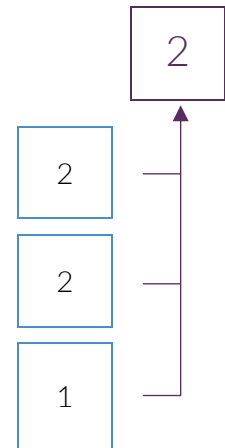
How well pupils achieve and enjoy their learning in religious education

#### 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 at Ladymount are developing secure knowledge required by the *Religious Education Directory*. Pupils say they enjoy their religious education lessons, particularly when they are encouraged to make connections between their experiences and what they have learned. Pupils in Year 6 were enthusiastic when making links with the women of the Old Testament and the scripture in Luke’s gospel referring to Mary. One pupil shared ‘I can see how Hannah’s song is like Mary’s Magnificat.’ Pupils, relative to their age and capacity, are increasingly religiously literate and respond well to ‘I wonder’ questions posed by teachers. Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using subject specific vocabulary. Pupils are actively engaged in lessons. They are highly committed to improving their knowledge. They work well independently and concentrate appropriately. Nevertheless, inspectors found that feedback in books was limited. Pupils were not challenged to revisit learning or shown how to improve their work. The majority of pupils achieve at least average attainment when compared with other core curriculum subjects.

Teachers are committed to teaching religious education to all pupils at Ladymount. They are confident in their subject knowledge and have a good understanding of how pupils learn. They know their children well and learning is adapted to support pupils with special needs. Teachers use questioning effectively to establish pupils’ understanding and key vocabulary is taught to enable pupils to embed expected knowledge. The pace of lessons ensures pupils’ recorded work is completed in full. This was a strength in upper Key Stage 2 classes; although informing pupils of what they need to do to improve is not yet consistent across the school. Planning is linked to pupils’ current assessments so that pupils learn well. However, greater challenge would benefit pupils emerging as higher attainers. Teachers recognise the impact religious education has on the moral and spiritual development of pupils. Nevertheless, more opportunities for reflection in lessons should be planned. Relationships between pupils and adults are warm and affirming. Teachers provide pupils with opportunities to present their learning using a variety of forms such as diary entries, writing prayers, role play, using timelines and images reflecting artistic

interpretations of biblical stories to meet the differing needs of pupils. Good quality resources, including other adults, are used effectively to optimise learning for pupils.

Leaders and governors are passionate in their promotion of provision in religious education. They ensure the curriculum is faithful to the requirements of the *Religious Education Directory* and has full parity with other core curriculum subjects. Good quality resources, including Cafod, Ten Ten materials and new Bibles, enhance provision and demonstrate the high priority given to resourcing religious education, thus ensuring learning is engaging and appropriately sequenced across all age phases. The school environment is enriched by quality displays and the effective use of space. The 'Reflection Room' is a purposeful space valued by staff and pupils. Pupils are proud of their displayed work and speak confidently about the Year of Jubilee and the pledges made. Leaders and governors are committed to securing regular, high quality professional development for all practitioners in both subject knowledge and pedagogical development. The dedicated religious education leader has an inspiring vision of outstanding teaching and learning and a high level of expertise. The quality of her leadership is recognised by all members of the community. Staff appreciate the support they are given, commenting, 'The subject leader disseminates knowledge, so we can be our best.' Leaders monitor and evaluate lessons effectively, identifying the strengths of the school and areas for support.

## 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

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

2

1

The experiences of prayer and liturgy provided by Ladymount Catholic Primary School engage pupils deeply and lead them to full, active and conscious participation. Pupils in all year groups demonstrate this by, for example, the quality of prayerful silence, their attentiveness and reverence. Appropriate to their age and capacity, pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition and a clear plan of progression for this is in place. They demonstrate an excellent understanding of the shape and meaning of the Church's liturgical year. Pupils work well with others to prepare engaging experiences of prayer and liturgy, with pupils in higher year groups having greater responsibilities. Pupils in Year 6 demonstrated this through a pupil-led Advent celebration, highlighting patience as a virtue. Prayer leaders are involved in evaluating the quality of the prayer and liturgy they have planned. Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease. Pupils understand how to reflect on their experience of prayer and liturgy. They can articulate the ways in which these experiences have led to action and how their prayers are linked to the school's mission and values.

The centrality of prayer and liturgy to the life of the school is clear across a whole range of evidence sources. A wide range of significant moments of joy and sorrow are identified and celebrated in prayer. There is a daily pattern of prayer, that reflects the rhythm of the prayer life of the Church. Well-chosen Scripture passages informed by the liturgical season form the heart of prayer and liturgy. Staff, including senior leaders, are models of good practice to other staff and pupils. The deputy head teacher is highly skilled in supporting both staff and pupils, to confidently plan and lead well-constructed prayer and liturgy. The school makes imaginative and creative use of the spaces available to provide well-resourced and engaging prayer spaces.

Relevant staff have thoughtfully planned how to work with families to include them in the prayer life of the school and to support the developing prayer life of pupils. The school works hard to secure a flourishing partnership with the local parishes, to help pupils participate more fully in the liturgy. As a result, numbers of pupils attending the children's liturgy in Our Lady and St John's Parish has seen a growth in numbers.

The school's policy on prayer and liturgy is well formulated. Leaders have a clear strategy for building up skills of participation. Leaders, including governors, have planned the school calendar and timetable to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community. All holy days of obligation and other significant days are prioritised in the school's calendar. Equally, school leaders ensure that the Sacrament of Reconciliation is offered in school at key times in the liturgical year, such as Lent and Advent, supported by the parish priest. Leaders offer regular opportunities for the professional development of all staff that incorporates liturgical formation. Staff stated that they felt well supported to lead and participate in liturgy and prayer in school. Leaders, including governors, ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources, such as time, staffing and facilities. To develop further, school should empower governors to quality assure and monitor prayer and liturgy, by embedding this in the annual quality assurance schedule and governors' meetings, to enable formal recording of challenge to leaders.

## Information about the school

Full name of school	Ladymount Catholic Primary School
School unique reference number (URN)	105084
School DfE Number (LAESTAB)	3443365
Full postal address of the school	Portal Road, Pensby, Wirral, Merseyside, CH61 5YD
School phone number	01516484326
Executive headteacher	N/A
Headteacher	Nicola Turner
Chair of governors	Brian Sharp
School Website	<a href="http://www.ladymount.wirral.sch.uk/">http://www.ladymount.wirral.sch.uk/</a>
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	2-11
Gender of pupils	Mixed
Date of last denominational inspection	11 July 2018
Previous denominational inspection grade	1

## The inspection team

Lisa Corrigan

Louise Conlon

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