

Our Lady of Lincoln Catholic Primary School, a Voluntary Academy

URN: 139622

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

01–02 October 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

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 mission of the school is evident in the strong relationships and sense of community.
- Leaders and school staff are highly committed to pupils' pastoral needs and creating an inclusive environment where all are welcomed and valued.
- Leaders have implemented the new programme of study for religious education in a strategic way, with ongoing support for staff.
- The school provides a wide range of prayer and liturgy, particularly from the Catholic tradition, making very effective use of the sacred spaces inside and outside the school building.
- Leaders have a thorough understanding of scripture and have ensured that it is at the heart of prayer and liturgy.

What the school needs to improve

- Ensure that methods of feedback are consistent across the school.
- Apply the good practice and effective strategies evident in some religious education lessons consistently across the school.
- Establish consistent methods for the systematic monitoring of prayer and liturgy by all stakeholders.

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

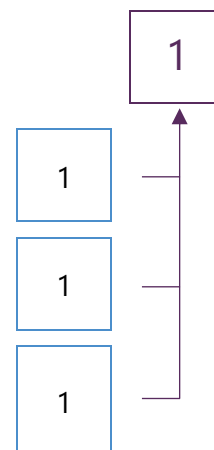
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Catholic life and mission at Our Lady of Lincoln is outstanding. The mission statement, 'On our road to success, Jesus walks beside us', reflects the inspiring work of the school. Pupils recognise and appreciate the care and support that the school provides. One said, 'This school is special because it is really loving; it gives us lots of hope and teaches us to put others first'. Pupils take an active part in the Catholic life and mission of the school, for example through their roles in Minnie Vinnies, they can talk about how they respond to the demands of Catholic social teaching. Pupils regularly meet members of their wider community, such as older parishioners. The school's culture of inclusion has helped pupils to show a deep respect for their own personal dignity and that of their classmates. Behaviour of pupils is excellent: their pride in being members of Our Lady of Lincoln is evident when they talk about their school experiences. Parents, too, are overwhelmingly positive about the school and see it as a positive and joyous community.

Staff exemplify the mission statement and walk beside the pupils and their families, and others in their community, in many ways. Our Lady of Lincoln is situated in an area of high deprivation, and supports many pupils with challenging circumstances, including those with special educational needs and disabilities. Staff are fully conscious that Christ is at the heart of their school, and this is evident in the excellent relationships that exist between adults and pupils, and between the staff themselves. Everyone is welcome at Our Lady of Lincoln, and this spirit of inclusion pervades all aspects of the school's work. There is a very high level of pastoral care for both pupils and staff, such as a focus on caring for the mental health of the community. There is a spirit of openness: 'We, as staff, are an example to pupils, but pupils, too, are an example to us'. Despite past challenges around chaplaincy provision, which were beyond the school's control, Our Lady of Lincoln is now well supported. This is further strengthening the pupil

chaplaincy team, which is given responsibilities such as leading retreats and prayer sessions for other pupils. Provision for relationships, sex and health education is carefully planned and meet diocesan requirements.

Leaders, including governors, live and breathe the Catholic life and mission of the school. The headteacher leads with integrity, calmness and compassion, and this is exemplified in the priority given to Catholic life and mission. Relationships with the parish, parents and wider community are carefully nurtured and early links have been established with the new parish priest. Firm Catholic social teaching principles are exemplified by leaders' provision for the most vulnerable, and resources are carefully targeted to those in most need. An example of this is the school's own food bank, which is well supported and used. Leaders are very supportive of staff wellbeing. The school's lead for mental health and special educational needs, along with the emotional literacy support assistant, have created innovative policies not only to support staff and pupils within the school, but also beyond it, for the benefit of the Our Lady of Lourdes Catholic Multi-Academy Trust. Leaders, including the well-informed governors, regularly monitor and evaluate the Catholic life and mission, and they have a clear vision for future development.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

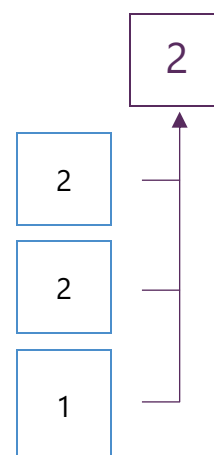
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education lessons. Many pupils understand the value of what they learn at school, with one pupil saying that this subject ‘helps us to learn scripture, which helps us to live better lives’. Pupils, including those who are disadvantaged or have special educational needs, make good progress from low starting points. In their workbooks, there are numerous examples of where pupils have used scripture to reflect on their own lives. Pupils in Key Stage 2 can reflect on friendship challenges in lessons about forgiveness, and make links with relevant scripture; older pupils have the confidence and theological knowledge to offer individual and considered opinions which closely examine the teacher’s interpretation. Many pupils work independently, and those with individual needs are sometimes given the opportunity to share their knowledge in different ways. Pupils’ work is generally well presented and is comparable in quantity and quality with other core curriculum subjects. Pupils are mostly aware of what they need to do to improve: in some, but not all, lessons, whole class feedback is effective in helping pupils to improve their work in the following lesson and beyond.

Teachers have embraced the introduction of a new programme of study for religious education across all year groups. There are encouraging early signs that the revised lesson structure and content support new and experienced teachers, all of whom have recognised where they need to include additional activities prior to the planned lesson to meet pupils’ needs and build on pupils’ current knowledge and skills. Teachers use questions throughout the lesson to gauge pupils’ understanding; some teachers incorporate innovative and successful approaches which are not evident across the whole school. Pupil effort and achievement is celebrated and, in the most effective lessons, whole class feedback is used effectively. Teachers are supported by a team of very able and committed teaching assistants who support pupils with complex and very challenging needs. Teachers and teaching assistants recognise the importance of religious

education in the moral and spiritual development of the pupils and provide different opportunities to present learning using a variety of resources.

Leaders have made a bold decision to implement early the new programme of study for religious education, as they say that this is in the best interests of pupils. Leaders have prioritised the teaching of religious education during challenging periods of staff absence, with the very experienced and skilled leader for religious education teaching additional classes. Staff are most appreciative of the support given to them in the implementation of the new religious education curriculum. Structured and systematic professional development has been provided in the months preceding the roll-out of this programme, and the religious education leader also gives enthusiastic and expert support when needed. Leaders, including governors have ensured that religious education has full parity with other subjects in the core curriculum. They regularly monitor and evaluate the teaching of religious education and therefore fully understand the strengths and areas for improvement. They fully resource the teaching of religious education including the provision of additional material for supporting the wide range of pupil needs in the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

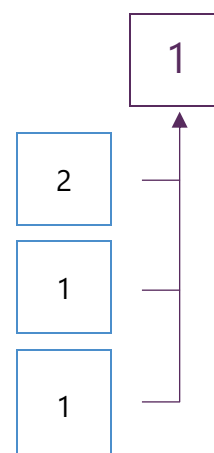
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils engage well with the school's offer for prayer and liturgy. They work collaboratively with teachers, other pupils and the lay chaplain to prepare creative and well-constructed experiences. Pupils use the resources which have been given to them for planning purposes, but say that they don't just rely on these, as they also use 'what is in their head', showing a growing confidence. Many pupils have knowledge of scripture which they can call upon when preparing a celebration of the word. The chaplaincy group is very active and has the skills and confidence to lead other pupils in prayer and liturgy, for example during rosary group and school retreat days. When they come together to pray in their class groups, all pupils are involved in some way. The youngest pupils are beginning to have some knowledge of traditional ways of praying. Pupils enjoy preparing and leading prayer and liturgy, with many expressing a desire to be more involved. Pupils are respectful and have a sense of belonging to this special community. Pupils are involved in evaluating the quality the prayer and liturgy, and many can recognise and articulate the ways in which prayer and liturgy can have a positive influence in their lives.

Prayer and liturgy are central to the life of the school, with a range of imaginative prayer and worship areas inside and outside the school building. Prayer punctuates the day, starting at the breakfast club, where leaders listen to the pupils sharing news before leading them in prayer. Routines reflect the rhythm of the prayer life of the Church, with a balance of traditional prayers and creative ways of praying. Pupils pray outside, using the walkway to the newly-built outside chapel as a demonstration of following the right path. Well-chosen scripture is at the heart of every celebration of the word, and links are made by teachers to previous learning from religious education lessons. Staff are aware of the needs of individual pupils with special needs and disabilities, and encourage all to be engaged in prayer and liturgy whilst providing adaptations for pupils when needed. Staff, including senior leaders, are models of exemplary practice for

other staff and pupils. The lay chaplain has recently started working at Our Lady of Lincoln, and is highly skilled at helping pupils to confidently plan and prepare well-constructed prayer and liturgy.

Leaders, including governors, ensure that the school's policy on prayer and liturgy is carefully formulated. The annual plan of provision clearly sets out the expectations and calendar for prayer and liturgy, which faithfully follows the Church's liturgical year. The introduction of the 'word of the week' has supported both pupils and staff in making prayer and liturgy more cohesive throughout the school and becomes a starting point for selecting an appropriate theme. Leaders have a strong understanding of the different levels and skills of pupils throughout the school, which build progressively. Leaders prioritise holy days of obligation and other significant days in the Church's year. The Eucharist is celebrated regularly at the parish church, often joined by members of the parish. Leaders, including the lay chaplain, have a thorough understanding of ways of praying combined with a deep understanding of the needs of their own community. Leaders have prioritised the resourcing of prayer and liturgy and this is evident in the many high-quality sacred spaces. Although monitoring activities are carried out regularly in relation to prayer and liturgy, pupils and staff do not contribute to this in a systematic way. Nevertheless, leaders, including governors, have a clear vision for further development of the school's prayer and liturgy provision.

Information about the school

Full name of school	Our Lady of Lincoln Catholic Primary School, a Voluntary Academy
School unique reference number (URN)	139622
School DfE Number (LAESTAB)	9253347
Full postal address of the school	Our Lady of Lincoln Catholic Primary School, a Voluntary Academy, Laughton Way, Lincoln, LN2 2HE
School phone number	01522 527500
Headteacher	Ann Desforges
Chair of local governing body	James Landers
School Website	http://www.ourladylincoln.lincs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Choose an item.
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	19 March 2018
Previous denominational inspection grade	2 - Good

The inspection team

Catherine Murphy
Tom Reilly

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