



Our Lady and St Hubert's Catholic Primary School

URN: 141926

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

16–17 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

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

2

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- Pupils and staff embody the school's mission 'Together we grow and learn, knowing that God is with us in all we do' through daily acts of kindness, leadership, and service. This shared commitment creates a vibrant, faith-filled community where Gospel values are lived out with joy and integrity.
- In religious education, pupils' detailed written reflections consistently demonstrate how they apply their knowledge and understanding of God's teaching.
- Prayer and liturgy are woven into the rhythm of school life, offering pupils opportunities to encounter God through scripture, silence, music, and reflection.
- Strong partnerships with the parish and families enrich the school's spiritual life, fostering a deep sense of belonging. Rooted in Catholic social teaching, these relationships affirm the dignity of every child, ensuring they feel valued and empowered to put faith into action.
- Leadership and governance are inspiring and mission-driven, ensuring the school is faithful, inclusive, and spiritually enriching through strategic planning and robust monitoring.

What the school needs to improve

- Consistently provide regular opportunities for pupils to evaluate Catholic life and mission, ensuring their voice informs school improvement and faith formation.
- Establish high-quality creative opportunities that enable pupils to express their ideas and demonstrate personal engagement in religious education as a matter of routine.
- Provide formation which enables pupils and staff to consciously participate in the school's liturgical life.

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

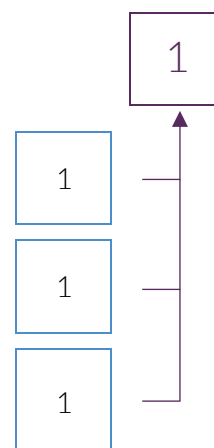
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 demonstrate an exceptional and deeply personal commitment to the Catholic life and mission of the school. The mission statement 'Together we grow and learn, knowing that God is with us in all we do' is not only known but joyfully lived by pupils across all phases. They articulate their understanding of the school's Catholic identity with clarity and pride, referencing their roles as faith leaders, Mini Vinnies, and faith buddies. Faith leaders actively plan and lead worship and mentor younger pupils in prayer, although pupils express a desire for increased involvement in preparing prayer. Their behaviour is exemplary, rooted in profound respect for personal dignity and belief that all are made in God's image and likeness. Catholic social teaching (CST) is embraced through both action and reflection. Pupils link CST principles, such as stewardship, to real life contexts, leading charitable initiatives including Black Country Food Bank donations and fundraising for Macmillan. The school's inclusive environment, with prayer spaces and visual supports, enables all pupils to participate fully. Strong parish links and involvement in the Emmaus Multi-Academy Company (MAC) reinforce their lived faith. There remain missed opportunities for pupils to evaluate more consistently so that their voice informs school improvement and faith formation.

The mission is deeply woven into the daily life of pupils and staff, shaping relationships, curriculum choices, and the wider ethos. The mission statement is not only visible but actively lived out, inspiring a faith-filled, inclusive, and joyful community. Staff model Gospel values through positive interactions, embracing their role in spiritual formation and contributing wholeheartedly to the school's life and mission. The school environment radiates Catholic identity through rich symbolism, prayer spaces, and liturgical displays that invite reflection and reverence. Inclusivity is a hallmark of the school's culture, with a generous welcome extended to

pupils of all faiths and backgrounds. The school goes the extra mile to understand and celebrate diversity, enabling all pupils to feel valued and spiritually nourished. Pastoral care is exemplary, with a clear focus on supporting the most vulnerable. Chaplaincy provision is dynamic and central to school life, offering meaningful opportunities for spiritual growth and discernment. Relationships, sex, and health education (RSHE) is delivered in line with diocesan guidance, presenting a holistic view of the human person. The strong relationship of the supportive parish priest, who is a regular and valued presence, enriches the spiritual life of the school.

Leadership and governance are exemplary, rooted in a clear and joyful commitment to placing Christ at the heart of all decisions. Leaders and governors articulate the Church's mission in education with clarity, conviction, and energy, ensuring it permeates every aspect of school life from curriculum design to pastoral care. They are inspirational witnesses to the Gospel and CST, modelling compassion, service, and integrity in their leadership. Strategic planning is mission-driven and aligned with diocesan priorities, with resources consciously directed to support the most vulnerable. Policies and procedures reflect the school's Catholic identity, and self-evaluation is rigorous to shape future direction. Governors are highly engaged, offering challenge and support through regular dialogue with staff, pupils, and the wider community. Training is well-structured and frequent, equipping all staff to live out and lead the mission confidently. Partnerships with the parish and diocese are strong, with leaders proactively seeking opportunities to serve the wider Church. Chaplaincy provision is dynamic and pupil-centred, with the lay chaplain from the Emmaus Catholic Multi-Academy Company (MAC) offering spiritual guidance, sacramental support, and reflective opportunities. Pupils speak warmly of these experiences, with one typically noting, 'The lay chaplain helps us think about how we can live like Jesus every day.' Such interactions deepen pupils' understanding of their faith and reinforce their sense of belonging within a vibrant, inclusive Catholic community.

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

1

2

Pupils make good progress in religious education from their starting points, with outcomes comparable to other core subjects. They build secure foundations in key knowledge, skills, and understanding across year groups. In the Early Years, high-quality provision and well-established routines support a strong start to learning, enabling children to apply their knowledge effectively within a structured curriculum. Pupils with special educational needs or disabilities (SEND) are well supported through adapted resources, including visual aids, which ensure inclusive access to learning. The quality of work in books is consistently high, reflecting pupils' engagement and pride, while their ability to articulate learning and make personal and theological connections demonstrates deep reflection. A pupil shared, 'I might need the Holy Spirit to support me academically because when we are doing tests, He will help me to be brave and pass with confidence,' illustrating the meaningful impact of religious education on pupils' lives. Behaviour in lessons is positive, creating a focused and respectful learning environment. Pupils value religious education and understand its relevance to their daily lives. They reflect on the impact of religious belief and make links to CST, showing a mature and thoughtful approach to their learning.

Teachers demonstrate secure subject knowledge in religious education and a clear understanding of curriculum expectations. They recognise the significance of it in pupils' lives and speak with enthusiasm about teaching the subject. Staff are deployed effectively to support pupils with high needs, enabling them to access the curriculum at an appropriate level. The use of visual aids, including pictures and religious artwork, provides valuable stimuli to support learning. In some lessons, a slower pace results in pupils becoming passive, limiting their engagement and progress. Questioning and feedback, including red pen responses and written prompts, helps pupils deepen understanding and recognise what they have done well. Although

teachers offer a range of opportunities for pupils to demonstrate their understanding in written work, there are fewer opportunities for them to express ideas through creative mediums. Teachers make purposeful links to prior learning, CST, and wider community events, enriching pupils' understanding. Vocabulary is securely embedded across lessons, supporting pupils' grasp of key concepts. Teaching is purposeful and inclusive, with a clear focus on spiritual and academic development.

Leaders and governors ensure that the religious education curriculum aligns faithfully with the *Religious Education Curriculum Directory*. They prioritise the subject alongside other core areas, ensuring appropriate time allocation, resources, and access to staff training. The religious education subject leader has a clear and purposeful vision for the subject; staff value this support greatly and feel confident in seeking guidance when needed. She is well supported by senior leaders and the MAC, which provide sustained professional development that strengthens staff subject knowledge and confidence. Leaders and governors rigorously evaluate the provision and outcomes through detailed monitoring, analysis, and reflective self-assessment. The link governor is fastidious in the support, guidance, and challenge offered to ensure continued success. This robust process informs strategic planning and drives ongoing improvement. Moderation takes place at least termly, ensuring judgements are secure and standards comparable with other core subjects. Governors are highly engaged, recognise the impact of leaders' work, and are deeply invested in the school's continued development. The excellence of leaders and governance is evident in the coherence, ambition, and sustained impact of provision.

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 demonstrate a growing respect for and understanding of the importance of prayer in their spiritual development. Daily prayer is embedded into the rhythm of school life, and pupils engage meaningfully in these experiences. Whole-school celebrations of the word, liturgies, and class-based prayer are inclusive and reverent. Prayer and liturgy are planned in accordance with the liturgical year, and pupils confidently articulate the significance of different seasons and celebrations. Singing is a notable strength, with pupils and staff participating enthusiastically, supported by signing that enhances accessibility and inclusion. The presence of the parish priest significantly enriches the school's spiritual experience; staff and pupils speak highly of the pastoral and spiritual support he provides. Pupils reflect on CST principles through scripture and media, making meaningful connections. Their responses, while varied in depth, show a developing awareness. Faith leaders support the delivery of pupil-prepared prayer. Pupils express a desire for more frequent opportunities to lead prayer, but these opportunities remain limited. Their collaboration with staff in planning prayer is increasingly in line with the school's prayer and liturgy policy. Pupil engagement in prayer is generally positive, with many pupils doing so enthusiastically, although not all yet feel empowered to lead or shape prayer experiences. The evaluation of pupil prepared prayer is developing, with pupil voice beginning to inform future planning.

Prayer and liturgy are central to school life, shaping its identity and daily rhythm. Worship is thoughtfully planned to reflect the liturgical year, and pupils engage with a rich variety of prayer forms, including scripture, silence, music, and reflection. Regular celebration of Mass is inclusive and engaging, with pupils actively ministering through readings, the offertory procession, and singing. Staff, including senior leaders, model active participation at all times, and lead celebrations of the word and other prayers with growing confidence, contributing to a culture of

reverence and spiritual engagement. In some instances, however, the structure of adult and pupil prepared prayer lacks clarity, causing elements to resemble lessons rather than distinct acts of worship. Staff training, both in school and through the lay chaplain at the MAC, has strengthened staff knowledge, skills, and confidence, although formation opportunities remain limited. The use of scripture is a notable strength, with clear links made between classroom learning, the local community, and the wider world. This has helped embed the school's work on CST, which permeates all aspects of prayer and liturgy. Prayer spaces across the school are well-maintained, inviting, and conducive to reflection.

The school has clear systems in place to promote, monitor, and evaluate provision for prayer and liturgy. Leaders demonstrate a deep understanding of its central role, ensuring it is embedded into the daily rhythm of school life. A comprehensive prayer and liturgy policy guides practice and progression, supporting leaders and staff in the effective delivery of celebrations of the word and staff-led prayer. Targeted training has strengthened staff confidence and competence in leading prayer, and there is a growing emphasis on pupil leadership, particularly through the development of liturgy leaders. Governors are actively engaged and supportive, playing a strategic role in planning and self-evaluation. Monitoring processes are beginning to shape future development, and leaders are responsive to feedback, although systems currently lack rigour. Partnerships with parents and the parish are strong, with effective efforts to involve families in the prayer life of the school. While leadership is committed and reflective, there remains a gap in formation that limits the ability of some pupils and staff to participate fully and consciously in the school's liturgical life.

Information about the school

Full name of school	Our Lady and St Hubert's Catholic Primary School
School unique reference number (URN)	141926
School DfE Number (LAESTAB)	333 3402
Full postal address of the school	Moat Road, Oldbury, West Midlands, B68 8ED
School phone number	0121 422 2629
Executive headteacher	N/A
Principal	Olga O'Beirne
Chair of governing board	Joanna Griffin
School Website	www.st-huberts.sandwell.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	5 to 11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	1

The inspection team

Paul Madia	Lead
Rachael Batson	Team
Jane McNally	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