



Archdiocese of Birmingham

Section 48 Inspection Report

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL

Trittiford Road, Yardley Wood, Birmingham, B13 0EU

Inspection dates:

6 & 7 November 2019

Lead Inspector:

Rose Brookes

OVERALL EFFECTIVENESS:**Good**

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- The parish, school and home all work together very closely for the good of the school, which is a faith-filled community led by a dedicated headteacher and parish priest.
- Staff, pupils and governors are given many opportunities to pray and to develop their spirituality, including undertaking national and international pilgrimages.
- It is committed to implementing Pope Francis' *Laudato Si* encyclical in very practical ways. The pupils proudly take a leading role with this.
- Prayer is of a very high standard, encompassing a variety of styles.
- Staff are highly skilled in teaching pupils how to lead prayer.
- Prayer bags are regularly used to enable pupils to pray with their families, strengthening the link between school and home.
- Pupils enjoy their Religious Education. Quality resources, including teaching assistants, are used well to support learning.
- All teachers have good subject knowledge and use questioning effectively.

It is not yet outstanding because:

- The teaching of Religious Education is not consistently good in all classes.
- Work for children with special educational needs is not always adapted to suit their needs.

FULL REPORT

What does the school need to do to improve further?

- Raise standards in the teaching of Religious Education in Key Stage 1 so that all lessons are at least good, and a higher proportion are outstanding.
- Enhance the capacity of Religious Education leadership so that teaching and learning improves.
- Work for pupils with special educational needs should be adapted to suit their needs, where appropriate.

THE CATHOLIC LIFE OF THE SCHOOL

| The quality of the Catholic Life of the school. | Outstanding |
|--|-------------|
| The extent to which pupils contribute to and benefit from the Catholic Life of the school. | Outstanding |
| The quality of provision for the Catholic Life of the school. | Outstanding |
| How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School. | Outstanding |

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

The quality of provision for the Catholic Life of the school.

- Our Lady of Lourdes' mission statement, 'Christ at the centre of our school where we live, love and learn together' reflects how the school community is focused on the love of Christ and his teachings.
- The faith filled headteacher is committed to Pope Francis' environmental encyclical *Laudato Si*, which calls us as individuals to respect the earth's resources. All pupils and staff are deeply committed to the school's work surrounding this. The school has a very active eco council who work in partnership with the parish on recycling projects. They have also reintroduced recycling bins, shared information across the school on saving power and asked the teachers to use a compost and recycling bin in the staffroom.
- During missionary discipleship week, every class recorded their personal and collective mission about how they are trying to live their lives with discipleship at the root. As a result, pupils have a very good understanding that vocation means that they are called to be disciples.
- The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The behaviour of pupils at Our Lady of Lourdes is exemplary and they show respect for each other. They are grateful for the great care they receive from very dedicated staff, who they respond to with a high level of trust and confidence. This care enables pupils to learn about the love of God.
- Pupils willingly take a leading role in activities that promote the school's Catholic life and mission both within school and in the wider community. They are involved in many types of fundraising, some of which is close to the needs of the school.

- Pupils speak eloquently about being in the Chaplaincy team. They say that their mission is to help people and have established a pop-up shop for CAFOD in their pursuit of this. Furthermore, the mini vinnies have donated boxes of clothes to St Chad's Sanctuary to support the local homeless. Pupils have also delivered food that was donated at the school's Harvest festival.
- Pupils who are members of the choir enjoy singing in local care homes, as part of the school's outreach work.
- A large group of altar servers is trained very well by the parish deacon, who is also a school governor. The training provided instils confidence in the pupils' beliefs in their abilities. One pupil spoke with pride about when she was on holiday and how she volunteered to serve because the parish priest did not have anyone.
- Pupils actively participate in a variety of high-quality religious experiences and retreats with enthusiasm. Year 5 and Year 6 experience a retreat on the theme of the Sacrament of Confirmation, led by Dan Callow, whilst Year 3 undertake a pre-Holy Communion retreat. Pupils value these experiences.
- The development of staff spirituality is a real strength at Our Lady of Lourdes. Their participation in prayer and retreats demonstrates their commitment to the educational mission of the Church.
- The parish, school and home all work very closely together in this faith filled Catholic community. They share resources for many charitable projects.
- Parents are proud of the school. One spoke to the inspectors of 'this beautiful school where my son is so happy'.
- The way all pupils and staff continually participate in the Catholic Life of the school is particularly evident in the class pages on the school website and on social media. The school is very innovative in the way it uses the internet to evangelise. Furthermore, the Catholic School Pupil Profile (CSPP) values, and prayer foci are communicated in newsletters. Consequently, the school reflects its Catholic character very effectively.
- All staff are fully committed to the mission of the school. They enthusiastically participate in school activities that reflect its Catholic Life and mission. They are exemplary role models of mutual respect and forgiveness for pupils. At the first school Mass of the academic year, all staff made their annual Vocational Commitment to Our Lady of Lourdes school and parish community in front of the pupils and parish.
- The school environment greatly enhances the school's mission and identity. There is a rich variety of displays, many of which the children have made depicting the CSPP virtues and different saints.
- Pupils learn about other faiths and religions. When interviewed, pupils spoke about how they visited different places of worship. As a result, they have a deep respect for people from other faiths and religions.
- Both gospel and CSPP values and virtues are reflected in the openness, trust, tolerance and respect demonstrated between all members of the community, which are key features of the school.
- Provision for relationship and sex education is thorough and developed at an appropriate level for all pupils. It is consistent with the teachings of the Church. This enables pupils to explore feelings and emotions and how they impact on themselves and others.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School.

- Catholic Life is led by an extremely dedicated headteacher, who demonstrates passion that is rooted in a love for all in her care. Subsequently, this enables the staff and governors to provide a very high standard of pastoral care for all pupils and their parents.
- The governing body provides effective support and challenge in all aspects of Catholic Life.
- The chair of governors, who is also the parish priest, has served the school and the parish faithfully for eighteen years. He is a wonderful shepherd who is loved by everyone. Every year he leads pilgrimages of pupils, staff, parents and parishioners to shrines, including Knock and Lourdes. Year 5 and 6 pupils treasure these sacred memories.
- Our Lady of Lourdes is a happy school where staff are continually developed spiritually, morally and professionally by the headteacher, the liturgy leader and the parish priest. Consequently, both staff and pupils have a very good knowledge of the Catholic faith.
- All staff have a Catholic Life performance management objective. This means that each class is focused on the Catholic Life targets in the school development plan and the pupils benefit from increased knowledge and involvement.
- The monitoring and evaluation of Catholic Life takes place through lesson observation, learning walks, book scrutinies and professional conversations with staff, parents and pupils. As a result, the headteacher has evaluated what has worked well and when improvements are needed, and subsequently has added further actions to the Catholic Life development plan, which directly and positively impact pupils' experience of life at school.
- Governors regularly attend events promoting Catholic Life and they discuss it at governors' meetings, which are informed by records made by the link governor. Consequently, governors can speak confidently about the work that goes on within the school to promote its Catholic Life; they effectively contribute to and verify the school's self-evaluation.

RELIGIOUS EDUCATION

| The quality of Religious Education. | Good |
|---|-------------|
| How well pupils achieve and enjoy their learning in Religious Education. | Good |
| The quality of teaching, learning and assessment in Religious Education. | Good |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education. | Good |

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- The school has identified that pupils enter the Nursery and the Reception classes with very low levels of knowledge and understanding of the Catholic faith. However,

due to outstanding teaching, they quickly begin to make progress so that by the end of foundation stage most are working at expected levels.

- The teaching of Religious Education is very good overall, however, there is a small minority of teaching that requires improvement to be good.
- Because teachers employ a range of strategies, including individual and collaborative work, most pupils are actively engaged in lessons and concentrate well.
- Unit markers are used consistently to assess pupils' knowledge at the beginning and end of each unit of work.
- Teachers and the Religious Education leader have used the age-related standards effectively to ensure pupils receive good coverage of the curriculum.
- Good quality resources are used effectively to optimise learning.
- Most pupils enjoy Religious Education. During the inspection, for example, the Year 4 classroom and corridor were turned into an art gallery full of many different paintings of the Baptism of Jesus. Pupils relished working independently and collaboratively to answer a series of complex questions. Pupils' enjoyment in Religious Education contributes to the good progress that most pupils make.
- Pupils experience a wide variety of learning activities that enable most pupils to succeed and to learn how to live out the Gospel values.
- Average attainment continues to be good for most pupils and for some pupils it is above expectations.
- By the end of both key stages, almost all groups of pupils make at least satisfactory progress, or better.
- Work in pupils' books confirms the judgement about the quality of teaching, learning and assessment. During the inspection, in the classes where outstanding teaching was observed, the pupils' books were beautifully presented with imaginative work demonstrating originality and independence. These books demonstrated pupils' advanced ability to interpret sources and symbols, and feedback was constructive, posing frequent questions to enable pupils to deepen their thinking. However, the use of such 'gap tasks' is inconsistent across the school.
- Most teachers use observation and questioning during lessons in order to adapt tasks for most pupils, however it was not present in all classes. The school needs to be more consistent in its provision for pupils who find learning difficult, in order to raise their attainment in Religious Education.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The provision of Religious Education meets the expectations of the Bishops' Conference. The curriculum is based on the diocesan scheme, *Learning and Growing as the People of God*, and follows its requirements in terms of planning and assessment. Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Monitoring is frequently reported to and discussed with governors. The Religious Education Link governor records her visits to the school. As a result, the governors are well informed about the current standards in Religious Education.
- The governors fulfil their statutory and canonical responsibilities regarding Religious Education. They are pro-active in monitoring standards in Religious Education.
- The Religious Education leader undertakes regular monitoring, which leads to improvement planning.

COLLECTIVE WORSHIP

| The quality of Collective Worship. | Outstanding |
|--|--------------------|
| How well pupils respond to and participate in the school's Collective Worship. | Outstanding |
| The quality of Collective Worship provided by the school. | Outstanding |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship. | Outstanding |

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the School.

- At Our Lady of Lourdes, Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. Classes routinely take it in turns to read from the lectionary and compose their own bidding prayers, ensuring all pupils are involved in the preparation and leadership of Collective Worship. Consequently, pupils' response to, and behaviour during, Collective Worship is exemplary.
- The liturgy leader is inspirational, playing the guitar and leading singing in lessons, Masses and liturgies. The school choir generates a genuine enthusiasm for Collective Worship, which is reflected in the quality of communal singing.
- The Chaplaincy pupil group receive regular training about leading prayer. As a result, they confidently lead traditional prayer displaying enthusiasm and resourcefulness throughout the school. For example, pairs of Year 6 pupils lead the weekly rosary in every classroom throughout the month of October; they also lead the Angelus every Friday throughout the year.
- All teachers are highly skilled in helping pupils to plan and deliver quality worship that is age appropriate to their class. As a result, pupils are skilled in preparing acts of Collective Worship which reflect the Liturgical Year.
- Traditional prayer is a strength of Our Lady of Lourdes. Pupils spoke about how they love to go to Benediction. Pupils to display confidence in their use of a wide variety of traditional and contemporary approaches to prayer.
- Praying together is part of the daily experience for all pupils and staff.
- The well-equipped prayer bags are a powerful tool to improve links between home and school. One parent told inspectors that her daughter confidently uses the artefacts in the prayer bag to compose and lead prayer services with her family, away from school.
- Pupil-led prayer is outstanding. Every Thursday morning, the whole school hosts class-based prayer liturgies. Pupils often replicate the prayer service, which they devised at home with the prayer bag, to involve all the pupils in their class in their own liturgies. Teachers are very sensitive to pupils' capacity to lead and, if needed, offer gentle guidance.
- Pupils often write prayers in a very creative setting. During the inspection, Year 6 pupils had drawn beautiful pastel drawings of the disciples and wrote prayers on tracing paper on the theme of being discerning and attentive. Pictures of this were immediately posted on the school website so that parents can joyfully share in their children's achievements.

- The school is innovative in the way it uses prayer and liturgy to enable the parish and whole school community to raise their hearts and minds to God in prayer.
- The headteacher is an outstanding role model and she demonstrates her total commitment to leading prayer and Collective worship. Evidence of this can be seen on the school website.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Collective Worship is led and managed by a very experienced and capable liturgy leader, supported by the headteacher, parish priest and deacon. This collaborative approach has resulted in excellent standards for Collective Worship. Together they ensure that all staff are professionally developed and confident so that they have expert knowledge in the planning and delivery of Collective Worship.
- Continual professional development (including staff retreats and pilgrimages) enables staff to have an extensive knowledge and understanding of Collective Worship within the context of the Church's liturgical year, seasons and feasts. Collective Worship is accessible to pupils in both traditional and contemporary contexts. Pupils experience a rich variety of opportunities to pray.
- From their earliest years pupils in all classes are taught how to prepare and lead Collective Worship. This gives them a confidence and motivation to volunteer to lead whole school and class prayer.
- The headteacher and the liturgy leader formally observe and evaluate Collective Worship. Their findings are included in the school development plan and acted upon. Consequently, pupils experience a good variety of prayer styles and traditions. The rest of the staff, governors, parents and pupils also observe Collective Worship and their findings are acted upon.

SCHOOL DETAILS

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| Unique reference number | 103430 |
| Local authority | Birmingham |
| <i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i> | |
| Type of school | Primary |
| School category | Voluntary Aided |
| Age range | 3-11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | 229 |
| Appropriate authority | The governing body |
| Chair | Canon Sean Grady |
| Headteacher | Mrs Pauline David |
| Telephone number | 0121 444 2684 |
| Website address | www.ourladyoflourdesprimary.com |
| Email address | enquiries@ourlady.bham.sch.uk |
| Date of previous inspection | 24 October 2014 |

INFORMATION ABOUT THIS SCHOOL

- Our Lady of Lourdes is a one-form entry primary school with a nursery serving the parish of Our Lady of Lourdes in Yardley Wood.
- The percentage of Catholic pupils is currently 96%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is slightly below the national average.
- The percentage of pupils from minority ethnic origins is well below the national average.
- The percentage of pupils with EAL is well below the national average.
- Attainment on entry is below the national average.
- Since the last Section 48 Inspection in October 2014, the governing body has appointed a new headteacher, who is also the RE lead. Additionally, they have appointed three full-time class teachers and five part-time class teachers. Four governors completed their term of office, so there have been new appointments, including two foundation governors, one staff governor and one local authority governor.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two diocesan inspectors: Rose Brookes and Deborah Enstone.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education (RE) and Collective Worship.
- The inspectors observed teaching across 7 RE lessons to evaluate the quality of teaching, learning and assessment. All these lesson observations were conducted jointly with the headteacher.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of RE teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, who is also the parish priest, the RE link governor, three foundation governors, the staff governor, the liturgy leader and the headteacher, who is also the RE subject leader.
- The inspectors attended a whole school Mass, class Collective Worship and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the RE action plan, teachers' planning, learning journals and the school website.