



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL

### SOUTHPORT

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Inspection Date	Tuesday 6 November 2012
Inspectors	Mrs. Pat Peel Mrs. Marie Connolly Mrs. Angela Paget Mrs. Sue Banister
Unique Reference Number	104916
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	594 inc. Nursery
Chair of Governors	Mr. Ian Beck
Headteacher	Mrs. Maureen Hillsdon
School address	Grantham Road, Southport, PR8 4LT.
Telephone number	01704 568375
E-mail address	head.ourladyoflourdes@schools.sefton.gov.uk
Date of last inspection	Tuesday 10 November 2009

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- Our Lady of Lourdes is a larger than average sized Catholic Primary School situated in Birkdale, Southport serving the parish of Our Lady of Lourdes and the wider surrounding area.
- There are 594 number of children on roll of whom 494 are baptised Catholic 96 come from other Christian denominations, and 4 from other faith or religious traditions
- There are 27 teachers on roll of whom 27 teach Religious Education. Twenty two are Catholic. Twenty teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant change in personnel.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

## **Overall effectiveness:**

Our Lady of Lourdes is a good school in providing Catholic Education

## **Inspection Judgements**

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

- Pupils know and understand the school's Mission Statement 'Live, Love, Learn'. They are actively involved in developing and evaluating the Catholic character of the school by showing an outstanding commitment to living it out on a daily basis.
- Pupils have an outstanding sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, playground buddies, peer mentors, Eco team members and joining the Children's University to name but a few and in the wider community as ambassadors of the school during off site visits carol singing in the local area and working in the parish grounds.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. Nugent Care, CAFOD, Fairtrade.
- Pupils benefit from participation in annual residential activities. Year 6 pupils visit Robinwood North Pennines Activity Centre in Cumbria, Year 5 pupils visit London and some children who receive additional support in the resourced base visit Crosby Lakeside.
- Pupils have a good sense of right and wrong and apply this in their outstanding personal relationships.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and SEAL materials are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment. Those who attend the designated provision happily join their classmates outdoors and when taught in mainstream classes.
- They take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly 'Star of the Week' assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in their own parishes.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, the immediate neighbourhood served by the school though supporting parish projects e.g. gardening, planting bulbs, picnics etc and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.

### **How well pupils' achieve and enjoy their learning in Religious Education**

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievement in Religious Education is good.

- Pupils' attainment in Religious Education is generally good. Pupils make good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a good level for their age and stage of development.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and outstanding behaviour. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils are very good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. This is supported by the chaplaincy team and the materials provided by the Archdiocese.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Some children are involved in planning, preparing and leading worship however the school recognises this needs to be further developed and cascaded down throughout all the year groups.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning is effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles. Where teaching is outstanding the strategies used by teachers enrich pupils' enjoyment of and enthusiasm for Religious Education. More use could be made of cross curricular links and the use of ICT by pupils.
- Teachers must take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Use of the Driver Words in planning and plenary sessions will enhance this.
- Generally good use is made of time and resources including, other adults, interactive white board, God's and Church's story, audio and visual media etc. to maximise learning.
- Teachers need to ensure that they use a range of activities which provide greater challenge and depth especially for the more able pupils. Class teachers should take responsibility for these elements and plan accordingly for their own pupils' needs.
- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve. This needs to be done consistently throughout the school. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.

- The assessment of pupils work in Religious Education is good.
- The school has implemented assessment strategies which have begun to provide accurate and detailed information on the achievement of all the pupils.
- There was evidence of pupils using assessment for learning strategies in some classes. This needs to be used consistently throughout the school.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The curriculum is good in meeting pupils' needs. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Termly newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as choir, music theory, sports, forest club, arts, drama, Simpsons, Spanish etc. have a positive impact on the curriculum. Many are oversubscribed.
- The school operates a breakfast club and supports a nursery nurse in providing a fortnightly Startright group for parents and toddlers in the community.
- The Religious Education curriculum provides very good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals. The provision for pupils with additional needs is outstanding. Personalised plans are evident and identified children experience enhanced Religious Education opportunities to meet their needs creatively.
- Children have explored the beliefs and values of other faith and religions. The school has recently covered Judaism. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- Collective Worship has a high profile and is central to the life of the school.
- The Collective Worship provided is good in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils.
- Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Evidence suggests that some elements of planning for Collective Worship are in need of improvement. In order for staff to develop the skills in planning, leading and evaluating Collective Worship it is highly recommended that the school undertakes Archdiocesan in-service training.

- The teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. However, this needs further development as teachers are currently assuming responsibility for most of what is undertaken in the school.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the '*Come and See*' programme and celebrations of Mass throughout the Church's liturgical year. The parish priest is a regular visitor to the school and is fulsome in his praise of the ethos, mission and work of the school community.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school. They show an excellent understanding of and are deeply committed to the Mission of the Church. They are energised by the task and are a source of inspiration for the whole community.
- This is reflected in the Schools own Mission Statement 'Live, Love, Learn' and subsequent code of conduct which flows from it. All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a very useful tool by which the school evaluates its effectiveness.
- Outstanding opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need especially the 'Children in Chernobyl Project' and the 'Thebes Project' in Egypt, a charity for children with special needs.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is comprehensive document which guides the school well. Since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it for example attendance at NQT days and CCRS.
- The quality of Collective Worship is a priority for the school. An up to date policy is in place which shows regular monitoring opportunities and appropriate timescales.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality days and opportunities to join in 'Come and See for Yourself' celebrations at the beginning of each new topic.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. The school was awarded the 'Inclusion Quality Mark' in 2011.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils.
- Parents are consulted regularly and involved in a variety of ways in the life of the school including becoming members of the Home School Association. They support the school in fundraising activities through events such as Bingo nights, fairs etc.

- Governors are well informed and discharge their responsibilities in an outstanding manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school. Some governors are actively involved with the 'With You Always' family catechesis sessions on behalf of the parish and the school community as part of the chaplaincy team.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Lesson observations, book trawls and moderation of assessments are undertaken.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. A programme of peer observations needs to be developed to share good practice and enhance teaching strategies to enrich pupils' experiences.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and portfolios of evidence kept.
- Assessment information is being collated by the subject leader. Pupil tracking is in place but this is in its infancy and the impact cannot yet be measured fully at this time. This information needs to be shared with the leadership team, governors and parents.
- The subject leader is excellent in guiding Religious Education. She shows real commitment and enthusiasm for the role. She is an active member of the parish and supports the chaplaincy team with family catechesis. Very good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate.

**What the school needs to do to improve further:**

- Further develop the work being done in assessment, monitoring and tracking of children's progress by:
  - using information gleaned through analysis of assessment data to inform planning and track pupil progress.
- Raise the standards of attainment in Religious Education further by:
  - embedding the language of the level descriptors and driver words into planning ensuring differentiation is by both task and outcome;
  - providing a range of 'open-ended' tasks to challenge the more able pupils;
  - incorporating 'next steps' into marking to inform pupils' learning;
  - ensuring 'plenary sessions' draw together pupils' learning, challenge their thinking and move them on.
- Improve the quality of provision and outcomes for Collective Worship by:
  - providing In-service to ensure planning and delivery of Collective Worship are undertaken consistently throughout the school using the guidance provided by the Archdiocese;
  - enabling pupils to plan, prepare and lead Collective Worship from their earliest years.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

***Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate***