

Catholic Schools Inspectorate inspection report for Our Lady Of Lourdes Catholic Primary Academy Huddersfield

URN: 148484

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 11-12 October 2023

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.....

Religious education (p.5)

The quality of curriculum religious education.....

Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection

4

2

2

2

✓

✓

Partially

Summary of key findings

What the school does well

- The culture of welcome and positive joyful relationships at all levels ensure that everyone feels part of the 'Our Lady of Lourdes family'.
- The new mission statement is having a positive impact on the school: it is highly visible and known by pupils.
- The school environment is calm and attractive, giving witness to a community rooted in faith.
- Leaders and governors have a clear understanding of the improvements required to ensure high standards in religious education and are moving at pace to achieve this vision.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

- Prayer and liturgy are central to daily life at Our Lady of Lourdes and pupils appreciate the richness of tradition: They sing well and participate with reverence.

What the school needs to improve:

- Prioritise time for pupils to make links with prior learning, ask and answer questions which deepen understanding, and develop religious literacy during religious education lessons.
- Develop staff knowledge and skills to plan and lead prayer and liturgy, supporting them to help pupils plan and lead prayer, deepening spirituality.
- Implement a clear policy and structure for collective worship to ensure pupils are confident to lead and evaluate worship, understanding and articulating in an age-appropriate way the impact of prayer and liturgy on their lives.

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:.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

Pupils and families talk positively about Our Lady of Lourdes and shared many examples of the benefits of attending the school with the inspector. The newly created school mission statement is known and understood by pupils in an age-appropriate manner. Pupils clearly explain how each of the four 'mission promises' are linked to the chosen saints and how the mission promises of 'Learning, Safety, Love and Honesty' make the school 'a good place to be'. The school supports various charities, helping pupils to think about local and global needs. However, older pupils find it difficult to articulate the theology underpinning their charitable work at an age-appropriate level. There are opportunities for older pupils to take an active role in school and they enjoy taking on responsibilities including membership of the school council and Mini-Vinnies. However, these groups are not fully developed. Pupils are not always given the opportunity to lead the agenda and recognise the impact they have on school life. Pupils understand the importance of learning about other faiths and respect difference. Those pupils that are not baptised Catholic feel comfortable when articulating their beliefs and are able to contribute effectively. Older pupils wear their school blazers with pride. They enjoy the responsibility of being role models and the special relationship between themselves and the youngest pupils where 'they are gardeners nurturing the reception seeds'.

The newly devised school mission statement is spoken about regularly with the pupils and staff during class, key stage, and whole school liturgies. Staff embrace the mission of the school, which is rooted in scripture and relate it to the school's reward system. Pupils are awarded 'mission points' when they show positive behaviours. Staff participate and contribute to the Catholic life and mission of the school with enthusiasm and joy. The sense of community is evident and staff appreciate the high priority given to their well-being. They talk about leaders 'who support them extremely well

and quickly feel part of the school family'. The school environment is excellent. It is obvious that Our Lady of Lourdes is a Catholic school when entering the building. The building is bright and well maintained. Displays celebrate the mission of the school and the faith journey of the community through the year. Pupils and staff have opportunities to pray and deepen their spiritual understanding. This results in pupils, families and staff growing in faith together, 'taking the message with them wherever they go'. Chaplaincy is well planned and supported by the highly regarded parish clergy. The development of the whole person is a shared vision throughout the school and is given high priority when organising school life.

Leaders and governors have a shared vision for the school and want pupils to 'experience a haven of calm and aspiration.' The school supports sacramental preparation. There are close links between the parish and the school. For example, pupils in the school choir are members of the parish choir. Leaders and governors attend trust and diocesan events and there is effective collaboration between the academy council, trust board and diocese. The school is highly effective in engaging with parents. Leaders ensure that the diverse community is represented through the wider curriculum with events such as Black History month and One World Week. The recently appointed pastoral worker is already having a significant impact. The school is not outstanding in this area because evaluation of Catholic life is at its earliest stages. There is good support for early career teachers and a willingness to ensure the Catholic ethos of the school is prioritised during the induction of newly appointed staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

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.....

2

Pupil outcomes in religious education (RE) are not yet consistently good across the school. Progress over time is visible but this needs to be more rapid in some year groups. Behaviour for learning is good and pupils listen attentively. However, they sometimes appear passive, do not answer questions in depth, and rarely ask questions. In some lessons there is not enough emphasis on recapping prior learning and making links to previously taught topics. This leads to an underdeveloped religious literacy and subject knowledge. When teaching is at its best pupils are given the opportunity to relate their learning to prior topics and the wider curriculum. For example, when learning about Our Lady of Fatima pupils talked about St Francis and how we are all called to be stewards of God's world. Pupils work with pride on a variety of tasks and talk about learning in RE with enthusiasm. In one lesson about Daniel, pupils had excellent recall of the story and some pupils produced pictures of the highest quality, working with care. Pupils understand the marking policy and are given the opportunity to add to their work. Pupils achieve in line with other core curriculum subjects.

Teachers' subject knowledge is good: they plan for a variety of tasks, often finding creative ways to teach *Religious Education Curriculum Directory* (2012). However, in some lessons pupils do not get the opportunity to work independently and at a length appropriate to their age and ability. Most lessons observed are good. When teaching is at its best teachers' questioning is effective and lessons move at a good pace. In weaker lessons, lengthy periods of teacher talk were observed, leading to passive pupils and support staff being under used. Teachers are sometimes unaware of 'stock' answers and misconceptions and fail to delve deeper into pupils' responses. Teachers celebrate pupils' efforts. The policy for feedback and marking is used consistently. All teachers have produced knowledge organisers for religious education. These

effectively identify the specific vocabulary that a topic requires. However, they could be used more thoroughly at the beginning and end of lessons to recap on words learnt so far and for pupils to check their current understanding. Differentiation for pupils with additional needs is carefully considered with some older pupils accessing the curriculum in a more sensory manner outside of the classroom.

Leaders and Governors are determined to provide quality religious education, and monitoring is evident. However, monitoring currently lacks enough challenge to bring about well targeted actions that lead to good outcomes for all pupils. Our Lady of Lourdes curriculum design ensures 10% of curriculum time is devoted to religious education. The new subject leader for RE has a clear vision for the subject, she is passionate and knows improvement is required in certain aspects of teaching and learning. Staff have attended 'Creative RE days' provided by the diocese and evidence of this is present in pupils' books. However, due to the number of new teachers in school, more training is needed to ensure coherence across different key stages. There is an acceptance among leaders that staff new to the school and particularly staff who are not Catholic require support. There is a plan in place for the parish curate to support staff and pupils with some topics in RE but this has yet to have impact. Self-evaluation is mainly accurate.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Pupils respond well to opportunities for prayer, evidenced by the number of pupils attending before school to celebrate the month of the Rosary in October. Pupils are reverent in key stage worship and class-based liturgies. The experienced parish priest talks about pupils that show 'religious fluency' during Mass. Pupils know many traditional prayers and routines, including singing alleluia, standing for and greeting the gospel whilst making small signs of the cross. Pupils join in responses and sing hymns extremely well. From the earliest years prayer is integral to the school day. Inspectors observed Reception beginning their school day with the morning prayer, asking 'God to bless them through the day'. Pupils are keen to write prayers at home which they contribute to class-based worship. Older pupils need more opportunities to plan and deliver class-based celebrations of the word. They need to be taught how to evaluate prayer and liturgy and consider how to improve. Occasionally pupils are unable to articulate in detail and with confidence the impact of liturgy on their daily lives.

Prayer is woven into the daily life of the school. Throughout the school there are sacred places and prayer tables including a 'Peace' garden, which hosts a memorial area. This area is easily accessible to pupils and staff that require a place of sanctuary and is visited often. There are opportunities for voluntary prayer including Friday 'contemplation' prior to the school day. Key Stage 2 pupils attend Mass regularly in the parish church. On special occasions and feast days Mass is celebrated in the school hall. Scripture is thoughtfully chosen for use within liturgies, enabling pupils to learn key aspects of the faith and follow the liturgical year. Links with the parish are strong. The local clergy are regular visitors to the school, each playing a unique and supportive role. Families appreciate these links and attend Mass and other celebrations whenever they are invited. Our Lady of Lourdes benefits from the diocesan music programme

giving pupils the opportunity to learn new hymns and sing well. Staff are good role models inspiring pupils to participate fully in liturgies.

Leaders and governors prioritise resources of time and staffing to ensure there are many opportunities to pray and there are sacred prayer spaces in every classroom. At the start of the academic year leaders and clergy plan well for the liturgical year. This ensures a full programme of events helping pupils develop a good understanding of the Catholic faith. The headteacher is highly skilled in planning and delivering worship. She is an inspirational role model to other staff and pupils. There is a constant refrain both within lessons and at the end of prayers about 'taking the message with you wherever you go'. Pupils, parents, and staff often repeat this due to the strong clear message from leaders. A policy detailing the level of involvement of pupils in planning and leading liturgy is in place. However, it is not adhered to as staff and pupils require more training to fully realise its aims. Independence and depth of knowledge does not increase as the pupils progress through school. Leaders and governors review the quality of prayer and liturgy, observing class-based worship and seeking the views of pupils. However, at present these reviews are not searching enough.

Information about the school

Full name of school	Our Lady of Lourdes Catholic Primary Academy Huddersfield
School unique reference number (URN)	148484
Full postal address of the school	Bradley Boulevard Huddersfield HD2 1EA
School phone number	01484 310700
Name of head teacher or principal	Kathie Gait
Chair of governing board	Dr Diarmuid Barnwell
School Website	https://ourladyoflourdes.org.uk/kgfl/primary/olol
Multi-academy trust or company (if applicable)	Blessed Peter Snow
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Leeds
Gender of pupils	Mixed
Date of last denominational inspection	1 st & 2 nd March 2017
Previous denominational inspection grade	Good

The inspection team

Diane Todd

Lead inspector

Anne Gilpin

Team inspector

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