

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL
Bradley Boulevard, Huddersfield HD2 1EA

School URN	107751
School DfE Number	382 3402
E-mail address	office.ourlady@edukirklees.net
Chair of Governors	Fr I Smith
Headteacher	Mr. H Rowan
RE Subject Leader	Miss. K Clarke
Date of Inspection	5 th & 6 th March 2012
Section 48 Inspector	Mrs. D A Hamer

INTRODUCTION

Under the requirements of the Education Act 2005 and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections, one inspector carried out the inspection of Our Lady of Lourdes Catholic Primary School. The inspection reviews and evaluates how effective the school is in providing Catholic Education. The inspection schedule follows criteria set by the National Board of Advisors and Inspectors.

The inspector observed a sample of four RE lessons, four acts of Collective Worship, a Celebration Assembly and a choral lesson. Meetings were held with the Headteacher, RE Coordinator, governors and Parish Priest, formal discussions took place with the School Council and parents. The inspector examined a wide range of documentation including the RE subject leader's file, assessment and monitoring data, minutes of meetings, parent/pupil consultation questionnaires and pupils' work. The inspector reviewed many aspects of the school's work, looking in detail at the following:

1. the accuracy of assessment;
2. the quality of provision for SEN pupils and ethnic minority groups;
3. the effectiveness of the RE tracking system;
4. the quality of Collective Worship;
5. the systems established for monitoring and evaluation by governors and senior leaders.

INFORMATION ABOUT THE SCHOOL

Following a lengthy period of instability in leadership and management, in March 2008 Our Lady of Lourdes Catholic Primary School federated with St Patrick's Catholic Primary School both within the parish of the Holy Redeemer. The school is led by an executive headteacher and one hard federated governing body whose directive and imperative is to improve systems, raise standards of learning and strive for excellence in all areas. The school is in a more stable period with greater potential for success following appointments to key posts and wholesale changes in staffing.

The school is smaller than most primary schools. The school has an admission number of 30 with 203 pupils on roll of whom 51% are Catholic. There are 8 full time teachers and 3 part time teachers (9.5 fte), of which 9 are Catholic with 3 holding the CCRS certificate. The percentage of pupils from ethnic minority groups remains high and the number of pupils with English as an additional language has risen steadily over the past three years. Approximately one third of pupils are of White British heritage. The largest minority ethnic groups are White and Black Caribbean, African and Caribbean pupils, with an increasing number of pupils of Polish heritage. The proportion of pupils known to be eligible for free school meals is above average. Attainment on entry is below national local authority average. The school's special needs register identifies fifteen pupils operating at school action plus (SA+) and one pupil with a statement of special educational need. Of those pupils with special educational needs the majority have specific learning difficulties with some having behavioural, emotional and social difficulties.

The new Foundation Stage was opened in 2010 and further building re-developments were completed for the beginning of September 2011. Whilst the number on roll remains below the national average, an up-turn in popularity has increased the admissions to Foundation Stage. The school holds the 'Food for Life' bronze award and has 'Healthy School status.'

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

Our Lady of Lourdes Catholic Primary School provides good quality Catholic education with several outstanding features. Outcomes for pupils, provision for Catholic education and capacity for sustained improvement are all good whilst the effectiveness of leadership and management and the quality of Collective Worship are outstanding.

Leadership and management are outstanding in their commitment to the school. The Headteacher and RE Coordinator are inspirational and excellent role models; they ably support the school community to strive for excellence and live out gospel values in their daily interactions. The school has a clear idea of its own strengths and areas for development grounded in honest and thorough self-evaluation. Good progress has been made towards addressing areas identified in the previous Section 48 inspection.

A strong sense of Catholic mission permeates all aspects of school life; the whole staff is committed to providing pupils with extended opportunities to grow and develop into young people with a strong sense of personal worth and an awareness of their responsibilities towards others. Pupils' behaviour is exemplary; they are happy, enthusiastic and are justifiable proud of their school, they say 'the school is friendly and welcoming and everyone is treated equally'. Through the 'Seeds and Gardeners' initiative and play leader training pupils make a positive contribution to a cohesive community where all feel safe. Parents recognise and value the considerable improvements the school has made in recent years and state 'there is now strong leadership in place that sets high values and good moral standards for themselves and the children'.

The school has effective partnerships with the Parish Priest Fr Smith, Sr Ita, Fr Angel and a range of external support workers in order to enhance provision for pupils' health and well-being and to support families. The dynamic of this pastoral support and the close links with the parish play a crucial role in supporting the spiritual, moral and cultural development of pupils.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Share with all staff the elements of outstanding practice already evident in some of the school's Collective Worship and RE lessons.

- Embed the established systems to allow for more effective, robust tracking of RE at strategic level.
- Establish regular moderation of pupil assessment tasks.
- Provide opportunities for pupils to plan and lead Collective Worship.
- Improve opportunities and resources to support teaching of Other World Religions.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

2

As evidenced by RE baseline assessment attainment on entry is below average. Pupils make good progress in Foundation Stage and this momentum continues with all pupils making at least good progress by the end of both Key Stage 1 and Key Stage 2. Pupils are generally attaining average to above average standards in knowledge and understanding of religion (AT1) and have, in all Key Stages, an age appropriate ability to reflect on meaning (AT2). They are keen to do well, generally apply themselves diligently in lessons and work at a good pace. The majority seek to produce their best work and are interested and enthusiastic about their learning. Pupils take note of teachers' feedback and colour-coded marking in order to raise their levels of attainment. The school carefully identifies pupils with special educational needs; efficient provision mapping targets support to these pupils so that their specific needs are met in RE lessons so enabling them to make good progress. Pupils from ethnic minorities and different faith backgrounds are also supported to ensure appropriate progress is made despite limited religious experience and vocabulary.

Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities. They are reflective and enquiring, confident and ready to express their own views and beliefs. They understand that religious belief and spiritual values are important for many people and show interest in the religious life of others. They are considerate to others and caring to anyone in apparent need. They show signs of responding to the needs of people beyond the school e.g. Cafod appeals and support of Fr Hart's community in Peru. They show an understanding of the need to forgive, to be forgiven and to have a good understanding of right and wrong.

Pupils act with reverence in Collective Worship and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. They are at ease when praying with their school community and appreciate what is taking place.
These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils' learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	2

PROVISION

How effective the provision is for Catholic education.

2

Across the school, teaching is of a consistently good standard with examples of outstanding practice in all Key Stages. Teaching strategies are effective in ensuring that pupils are motivated and engaged. The majority of teaching is securing good progress and learning. All lessons observed were at least good, being very well planned, had differentiated tasks and a good pace was maintained. Where teaching was outstanding, the lessons contained cross curricula strategies, use of self/peer assessment and a sharing of criteria with pupils on how to attain high levels. Stimulating use of drama, brain storming, talking partners, technology and practical art/craft ably encourage empathy, reflection and debate of ideas in lessons. The many and interesting displays in public areas reflected the liturgical year. Quality RE displays and attractive RE focal points in classes enhanced learning e.g. Lenten displays, the Prayer Table, pupils' Stations of the Cross, Shrove Tuesday/pancake experience.

Teachers generally have strong subject knowledge that inspires and challenges most pupils and contributes to their good progress. As a result, in most lessons, pupils are keen to learn, concentrate well and make good progress. Good and imaginative use is made of resources, including technology, to maximise learning. Support provided by teaching assistants is well focused and makes a significant contribution to the quality of learning. Pupils are provided with feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to improve good progress. Teachers listen to, observe and question groups of pupils during lessons in order to assess understanding, correct misconceptions and maintain focus.

Since the adoption of a new RE scheme the school has adapted their assessment procedures. The school uses tasks linked to 'The Way, the Truth and the Life' RE scheme of work and national attainment targets to assess pupils' work at the end of each topic. Assessment folders are kept for each pupil. Pupils' books contain 'I Can' statements for easy access by pupils and staff. A tracking system is in place which allows the RE Coordinator to have an overview of individual and cohort data, in time the collation of data will allow for a more strategic evaluation of standards. The school has correctly identified the need to moderate pupils work more regularly in order to establish robust, consistent leveling.

The Religious Education curriculum is enriched through imaginative and well-planned opportunities to capitalise on the expertise within and beyond the school. This leads to learning that is often stimulating and memorable. e.g. involvement in Diocesan Music led to pupil involvement in the Papal visit and the Diocesan carol concert. The RE curriculum successfully meets the needs of particular groups and provides good opportunities for spiritual and moral development. It raises pupils' awareness of other faiths/cultures and the school has plans to extend further its teaching of Other Faiths in order to reflect the diverse community the school is part of.

A Year 6 pupil said, "RE helps you learn about other religions and helps you with your faith. It shows you how to improve your community and Collective Worship gives you a time to pray."

Acts of collective worship are outstanding and given high profile, they are central to the life of the school. Staff and pupils have a range of formal and informal opportunities for daily

prayer. Collective Worship themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils. Pupils with different religious beliefs are assisted and supported in prayer rituals. Attendance by parents and others associated with the school is encouraged, particularly at the weekly Celebration Assembly.

Provision for Education in Personal Relationships is good. All staff have completed SEALs training (Social, Emotional Aspects of Learning) and, following consultation with parents, the school adopted the 'This Is My Body' programme.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	1

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

The school's leadership is deeply committed to the Church's mission in education. They are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with spiritual and moral development of pupil. This is reflected in the school improvement plan, self evaluation form and other documents. Leaders and managers conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses. The school's improved standards in quality of teaching and learning, the calm and spiritual ethos and the generous enthusiasm of all staff stems from outstanding leadership and management.

Governors make a highly significant contribution to the work and the Catholic dimension of the school. They have high levels of expertise, are extremely well organised and thorough in their approach. In discharging their statutory and canonical responsibilities, they evaluate the effectiveness of their implementations, keep the work of the school under review and act upon their findings. Governors are flexible and adapt to new ideas, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account and are not afraid to take decisive action when required. Governors have been proactive and determined in their approach to staff appointments in an effort to ensure a raising of standards and improved outcomes for pupils.

The school participates fully and actively in developing and implementing a variety of partnership activities e.g. Kirklees/Calderdale Cluster of schools and other Catholic schools as well as the collaboration with the local High School. These activities themselves, and the resulting improvements in the school's provision and leadership and management, make an excellent contribution to pupils' good achievement and well-being. Pupils benefit significantly and develop exceptionally well in a number of areas which the

school alone could not provide. The federation with St Patrick's has promoted a successful, collaborative partnership where skills and expertise have been shared to the benefit of all. Joint Inset in Safeguarding and SEALs, working with Catholic Care and other social services has been very effective in supporting pupil well-being.

These are the grades for leadership and management

How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	1
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	1
How effectively leaders and managers promote Community Cohesion.	2