

DIOCESE OF SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'



SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	Our Lady of Lourdes Catholic Primary School
Address:	Lock Lane, Partington, M31 4PJ
Tel No:	0161 775 2847
URN:	106346
Headteacher:	Mr P Gibbons
Chair of Governors:	Revd J Penny
Date of Inspection:	1 March 2011
Inspectors:	Mr T McBeath Miss J Kenny Mr P Sharp

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL

THE MISSION STATEMENT OF OUR SCHOOL

*"Living and sharing the message of Christ,
in peace we move forward together."*



FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	40	30	30	24	19	22	23	26	144
Catholics on roll	26	27	29	16	13	11	12	15	96
Other Christian denomination	4	0	1	4	1	3	7	2	22
Other faith background	3	0	0	0	1	1	1	2	8
No stated religious affiliation	7	3	0	4	4	7	3	7	35
Number of learners from ethnic groups	5	2	3	3	2	4	3	4	26
Total on SEN Register	1	2	2	7	3	5	2	5	27
Total with Statements of SEN	0	0	1	1	1	1	2	0	6
FSM	0	9	6	8	7	8	8	8	54

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.5			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of Lourdes	all

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Ambrose	3
Blessed Thomas Holford	15

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	2	2	2	2	2	2	2	2	16

STAFFING	
Full-time teachers	6
Part-time teachers	3
Total full-time equivalent	7.5
Support assistants	11
Percentage of Catholic teachers f.t.e.	87
How many teachers teach RE (P) f.t.e.	7.5
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Our Lady of Lourdes Catholic Primary	
Published admission number	30
Number of classes	7
Average class size KS1	27
Average class size KS2	22.5

FINANCIAL DATA

EXPENDITURE (£)	Last financial year	Current financial year	Next financial year
	2008/09	2009/10	2010/11
RE	£1,000	£500	£1000
English	£1,500	£1,000	£500
Mathematics	£1,500	£1,000	£500
Science	£2,000	£1,000	£100

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory	Judgement
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and grade 4 inadequate	
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OVERALL EFFECTIVENESS OF THE SCHOOL	
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How effective the school is in providing Catholic Education

Our Lady of Lourdes provides a good Catholic education with significant outstanding features.

The pupils achieve a very high standard of work by the time they leave for secondary school. They have a very good understanding and knowledge of **Scripture** that is applied to their work in school, their local community and their view of wider world issues.

The school has an effective leadership team, which is supported by a knowledgeable governing body and an enthusiastic and dedicated staff.

Our Lady's capacity for improvement is outstanding. As well as having an effective leadership team, the school has produced a detailed 3-year plan to develop and challenge staff and pupils further.

What the school could do to improve further:

- Provide opportunities for staff to share good practice through lesson observations, co-planning and teaching.
- To provide opportunities for assemblies to be lead by different year groups and encourage the pupils to pray in different ways and participate more fully in class prayer.

PUPILS	2
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How good outcomes are for pupils, taking account of variations between different groups.

The progress the pupils make is at least good in each Key Stage. Some make outstanding progress, particularly given the low baseline at which most pupils are assessed on entering the school. The pupils are enthusiastic and show a great deal of interest in their religious studies; their contribution to discussions and their ability to ask thoughtful questions was very impressive.

Work is generally differentiated and the learning needs of pupils are supported in the ways in which the pupils record their work, the style of teaching and the effective use of teaching assistants. Technology is also effectively used to aid learning.

The pupils respond enthusiastically to the responsibilities and roles they are given throughout the school. The Learning Detectives are playing an important role in influencing the senior management and the governing body in the creation of future plans for all aspects of school life. The school Council has also developed some very useful links with the Town Council, which is an influence on decisions that are reached in the community.

Pupils participate in all acts of worship, class prayer, lunchtime prayer group and their weekly Mass. They are able to discuss the various celebrations they had participated in throughout the year and are willing and confident in talking about their views and their beliefs. The pupils demonstrate a great respect of the school and its community and are developing a good understanding of the needs of other cultures and countries. The school participates in many local events supporting the local community and it is also involved in many charitable funding raising events.

The pupils are engaged in their act of worship and make a valuable contribution. They show respect and reverence during these times and have a good understanding of the religious seasons and feasts. The pupils display a very thoughtful knowledge about scripture and its application to their daily lives.

PROVISION	2
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How effective the provision is for Catholic Education

Teaching is good with many outstanding features and pupils displayed an interest in their work. Lessons are carefully planned and generally take into account the various abilities and learning styles of their pupils. Teaching Assistants give good support to both teachers and pupils, enabling lessons to proceed at a good pace. There is an excellent assessment procedure, which provides accurate and detailed information that ensures that the needs of all the pupils are met.

Teachers display a very good subject knowledge that enables some very interesting and thoughtful
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discussions to take place in the classroom. Technology is also used in creative ways in order to maximise pupils learning. Pupils are keen and are well motivated in their lessons and are encouraged to self assess their own work. As a result the pupils have a good knowledge of the standard of work expected and have a good knowledge on what they must do to achieve and even higher standard.

The school follows the guidelines and procedures as required by the Bishop's Conference and the Diocese. Staff receive regular training and the Headteacher, the Deputy Headteacher and the co-ordinator attend the diocesan training days. The school ensures that an appropriate amount of time is spent in each of the key stage areas.

Collective Worship is central to the life of the school and is good with many outstanding aspects. It is planned according to and within the liturgical year by all staff, with both the Headteacher and the Deputy Headteacher leading whole school worship. Pupils are encouraged to participate in various ways – including drama, prayer requests, and through music. Prayer is central to the school and is an important feature within the classroom. This will have even more impact, as children are encouraged to take a more active role. A prayer group is held at lunch, led by the Deputy Headteacher, and is attended by a wide cross section of the school community. Individual classes are thoroughly prepared for a weekly Mass by the deacon, who is a regular visitor to the school.

Sacramental preparation is lead by the school and is well supported by the parish, which serves three Catholic primary schools. The sacraments of Reconciliation and the Eucharist are celebrated by both the parish and the school.

LEADERS AND MANAGERS	1
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How effective leaders and managers are in developing the Catholic Life of the school

Our Lady's has a good leadership team that is committed to continually assessing the development of all aspects of the school. They are deeply committed to their faith and lead by example. They have developed an extremely effective assessment procedure and are currently developing monitoring procedures to ensure consistently high standards throughout the school. Strong links have been forged between local primary schools, neighbouring Catholic primary schools and the Catholic secondary school.

The Spiritual and Moral development of the pupils is an outstanding aspect of the school. There is a strong Catholic ethos, which is led by the example of all members of staff. Teachers, ancillary workers, Teaching Assistants and governors all contribute fully in providing the spiritual and moral climate of the school in which all who attend, or have contact with the school, feel welcomed and personally valued. The care provided to the pupils ensures that pupils, through being respected as individuals, are developing a respect for all that is around them. The pupils are very comfortable in talking about the spiritual dimension of their school and have a very good knowledge of the teaching of Jesus and the way in which these teachings apply to their own lives. The behaviour of the pupils is exceptional and has its foundations in the consistent application of the School Mission Statement

The school has produced an excellent 3-year Development Plan that looks at ways of maintaining existing outstanding practice as well as planning for development of those areas of good practice. This has been made possible by involving the whole school community, ancillary staff, TAs, teachers, governors and pupils. Pupils' input through the school council and particularly through the Learning Detectives is considered to be very important aspect in producing these plans

Assessment has been a recent priority and now the school has developed an excellent assessment system that they are using not only to gather performance data but also to analyse this data and give feedback to staff on areas in need of development as well as those areas to be celebrated. Books are scrutinized regularly and feedback is given both to staff and governors. The school has identified as its next priority as the need to observe and share good teaching practice throughout the school. This, too, will provide further valuable information that can be used by both the Leadership Team and Governors

The Governors have a good knowledge and understanding of the school. Representatives of the governing body frequently visit the school and they do have a good knowledge of the schools strengths and areas of development. The headteacher provides information on progress being made through formal and informal meetings with members of the governing body.

The school has worked extremely hard at developing links with their parents. It has a good understanding of the obstacles that many may find in entering and participating fully in school life. Various approaches have been used including a non fund raising social event in order to encourage parents to met staff in a relaxed atmosphere.

The school fully appreciates the role it has in the community and through a broad curriculum has enabled to raise the pupils' awareness of their own local community and also of communities that are further afield. Links have been made with various local agencies and schools as well as a link with a school in India.

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"> <i>The quality of pupils' learning and their progress</i> 	2
<ul style="list-style-type: none"> <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	2
<ul style="list-style-type: none"> <i>Pupils standards of attainment in Religious Education</i> 	1
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
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	1
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS	
How effective leavers and managers are in developing the Catholic life of the school	1
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils with particular reference to spiritual and moral development.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1

PARENTS QUESTIONNAIRES

Number of questionnaires distributed : 155

Number of questionnaires returned: 7

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	5	2			
2	I am happy with the values and attitudes that the school teaches	5	2			
3	I am made to feel welcome in school	4	3			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	3	4			
5	The school gives me a clear understanding of what is taught in Religious Education	4	3			
6	The school enables my child/ren to achieve a good standard of work in Religious Education	4	1	2		
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	4	2	1		

QUESTIONNAIRE FOR Y6 PUPILS

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	21	1		
2	Do you find out new things in Religious Education lessons?	10	12		
3	Are your Religious Education lessons interesting?	11	7	4	
4	Do you get help when you are stuck?	14	8		
5	Do you have to work hard?	18	4		
6	Do teachers show you how to make your work better?	18	4		
7	Do other children behave well?	7	14	1	
8	Are teachers fair to you?	21	1		
9	Do teachers listen to your ideas?	16	6		
10	Are you given responsibility?	20	2		
11	Do you enjoy your times of prayer together?	21	2		

QUESTIONNAIRE FOR YEAR 2 PUPILS

		Yes	Sometimes	No
1	I like being at this school.	19	3	1
2	I learn new things in Here I am lessons.	23		
3	I enjoy learning about Jesus and how to live as His friend.	19	4	
4	I have to work hard.	17	5	1
5	My teacher helps me when I get stuck so I can make my work better.	22	1	
6	My teacher listens to me.	21	2	
7	<i>When I am unhappy there is always an adult I can talk to.</i>	19	4	
8	I get praise when I do my best.	22	1	
9	Other children are kind and behave well	12	8	3
10	<i>I am happy on the playground.</i>	13	5	4
11	I am allowed to help in class and around school.	21	2	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	17	5	1

The inconsistency in the numbers of pupils responding to each of the questions is due to the fact that some pupils did not answer all of the questions or their response was not clear.