



DIOCESE OF  
SHREWSBURY

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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: Mrs M Bowden

Date of Inspection: 22 March 2016

Inspectors: Mrs J Johnson  
Mrs A Kelly



**Our Lady of Lourdes Catholic Primary  
School  
Diocese of Shrewsbury**

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

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	33	29	28	24	23	29	22	30	218
Catholics on roll	21	20	18	21	18	22	21	26	167
Other Christian denomination	4	2	5	2	4	3	0	1	21
Other faith background	1	1	1	0	1	2	0	1	7
No stated religious affiliation	7	6	4	1	0	2	1	2	23
Number of learners from ethnic groups	2	3	4	2	1	2	2	2	18
<b>Total on SEN Register</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>30</b>
<b>Total with Statements of SEN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>
<b>FSM</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>40</b>

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.51			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of Lourdes	218

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Ambrose	1
Blessed Thomas Holford	9
Loreto	2
Broadoak	5
Lymm High	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	1	2	2	2	2.5	2.5	2.5	2.5	17

STAFFING	
Full-time teachers	9
Part-time teachers	1
Total full-time equivalent	9.6
Support assistants	10
Percentage of Catholic teachers f.t.e.	73%
How many teachers teach RE (P) f.t.e.	9.6
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2

NAME OF SCHOOL	
<b>Our Lady of Lourdes Catholic Primary</b>	
Published admission number	30
Number of classes	9
Average class size KS1	28
Average class size KS2	26

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2014/2015	Current financial year 2015/2016	Next financial year 2016/2017
RE	665	517	600
English	700	700	600
Mathematics	700	700	600
Science	700	700	600

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>1</b>
<p>The outcomes for pupils are outstanding, thanks to consistently good teaching over time, and exceptional support for pupils, so that barriers to learning are, for the most part, removed. Pupils make very good progress, many from low starting points.</p> <p>Pupils benefit from the many opportunities to experience the Catholic life of the school, including close links with the parish of Our Lady of Lourdes. For instance, on the day of the inspection, all pupils, including the nursery pupils, walked the mile to church for a beautifully prepared Lenten Prayer Trail. They participated wholeheartedly in a range of activities, supported by school staff, governors and members of the parish. At all times, pupils were reverent, listened with respect, and were exemplary in their behaviour.</p> <p>Pupils know the school's Mission Statement, and were able to give examples of how it influences their behaviour and their relationships with one another. All stakeholders, including the pupils, were involved in the recent work on the school's Vision Statement.</p> <p>Pupils are articulate, confident and motivated to learn in Religious Education. They enjoy a challenge and are encouraged to have a 'Growth Mindset' which is having a positive impact on their religious literacy.</p> <p>The inspectors spoke to members of the school, who said that they enjoyed their learning in Religious Education because of the activities on offer within the lessons. They appreciate the Retreat Days and assemblies on special feast days that the school organises. The pupils also enjoy reading scripture and have built up anthologies of their favourite scripture passages in each class. Pupils, as young as Year 3, can find scripture passages in the Bible. Pupils work hard in lessons and can stay on task when working independently.</p> <p>Pupils enjoy Collective Worship, and from Year 1 pupils 'have a go' at planning simple Acts of Collective Worship independently. By the time they reach Year 6 pupils are able to plan Acts of Worship with skill. They have a real sense of pride and ownership in these sessions.</p>	

<b>LEADERS AND MANAGERS</b>	<b>2</b>
<p>School leaders and managers are fully committed to the Church's Mission in education and they are rightly proud of their school. They have a sound understanding of the school's strengths and areas for development, and their self-evaluation is accurate.</p> <p>The Headteacher, Deputy Headteacher and Religious Education Subject Leader are united in their ambition for the school to be the best that it can be, and to ensure that every child has access to the best possible learning opportunities in Religious Education. Staff morale is high, and all staff work extremely hard to support pupils in their learning in Religious Education. They have high expectations of their pupils.</p> <p>The school's Religious Education Action Plan outlines what is to be completed in Religious Education throughout the year. The Deputy Headteacher, who is also the Assessment Leader, has prepared a simple, yet effective pupil performance tracking system for Religious Education. This means that the school can identify any pupils who are not on track to achieve expected outcomes, as well as those whose progress is falling behind, and put support in place in order for those pupils to get back on track.</p> <p>The Headteacher and Religious Education Subject Leader keep governors well informed about the Catholic life of the school and about any developments in Religious Education. The Religious Education Link Governor is a frequent visitor to school. He meets with the School Council on a</p>	

regular basis to talk to them about the Catholic life of the school and about their lessons in Religious Education. He has also introduced a Religious Subject Leader Cluster with two other local Catholic schools, and this is proving to be effective in sharing best practice. A 'Cluster Mass' is celebrated annually for staff and a shared professional development training day is planned for next September. As evidenced by the support of governors at the Lenten Prayer Trail in church, governors play an active part in the prayer life of the school.

PROVISION	2
<p>Teaching observed by the Inspectors was very effective in enabling pupils to make good progress in lessons. Teachers have a strong subject knowledge, and are well supported by skillful teaching assistants. Inspectors observed good, open questioning in all lessons. Thanks to recent professional development training, there has been a real attempt to develop creativity in Religious Education lessons and this is making learning memorable and exciting for pupils.</p> <p>Marking is detailed and follows the school policy, which the pupils clearly understand. It provides guidance of how to improve but in some instances pupils have not been given sufficient time to respond. The school is also developing pupil self -assessment across the curriculum, including in Religious Education.</p> <p>Pastoral care is particularly strong, and this contributes significantly to pupil outcomes. The school provides individual 1 to 1 sessions for those pupils who need support to manage their feelings, as well as two group programmes - the Pyramid Club, which builds self-esteem and self-confidence, and S.T.E.P.S, which has been devised by the school, to support pupils through difficult times in their lives using peer support. Pupils who have attended these sessions value them highly as they give them the opportunity to 'talk it out', as one pupil stated. In addition, pupils told inspectors that they make use of 'I need to know' slips. These can be put into various boxes around the school to alert staff to any issues which the pupil in question may be facing and so needs support with.</p> <p>The learning environment in classes and in communal areas supports pupils' learning in Religious Education very well. Displays are linked to the Liturgical Year and to the topics in 'The Way, The Truth and The Life' Religious Education scheme of work. Staff have also created outdoor prayer gardens. Pupils in the Early Years clearly explained to inspectors how they use their outdoor reflection area. On the day of the inspection, pupils were enjoying re-enacting the events of Palm Sunday. In the main school, a garden has recently been developed for prayer and reflection. The entrance to this is through a 'Gate of Mercy' (responding to the Pope's 'Year of Mercy'). A group of pupils were keen to discuss that as it was Holy Week they were exploring the Stations of the Cross through abstract art, which was displayed both in the garden and in their classroom.</p> <p>The school has worked hard to engage families by inviting them to attend the Advent and Lenten Prayer Trails in church, as well as the introduction of a 'Travelling Crib' and a 'Prayer Bear' in the Early Years. Family members are welcomed at Class Masses which are regularly held in the church. Although only a small number of parental questionnaires were returned, they indicate that parents are happy with all the school does for the pupils in its care.</p> <p>Pupils display a real social conscience, and can describe ways in which the school supports local, national and international charities, such as CAFOD, NSPCC, and Cornerstones Food Bank.</p> <p>The First Sacraments programme is well established, and the family sessions, led by Parish Catechists, are well attended. Two beautiful, identical displays celebrating the pupils, who are enrolled on this sacramental preparation programme, are on display in the church and in the school.</p>	

<b>OVERALL EFFECTIVENESS</b>	<b>2</b>
<p>Our Lady of Lourdes is a good Catholic Primary School, with some outstanding features. The school is warm and welcoming, and has very strong pastoral support systems.</p> <p>The governors and staff are committed to the Catholic mission of the school, and excellent relationships exist between staff, pupils, families and the wider parish community.</p> <p>The school's capacity for sustained improvement is good.</p> <p>All targets from the last Inspection have been achieved.</p> <p><b>What the school could do to improve further</b></p> <ul style="list-style-type: none"> <li>• Further enhance the prayer life of the school through the introduction of the Angelus, following the Bishop's recent request to all primary schools</li> <li>• Develop greater accuracy in assessment through in-house and cluster moderation meetings for all staff</li> <li>• Further develop the role of the Religious Education Subject Leader in supporting the vision and direction of the school. In doing so, ensure the Religious Education Action Plan has focused targets, with clear actions and timescales, and that the impact of actions is evaluated, with outcomes used to inform further improvement</li> </ul>	

**Parents' Questionnaires**  
**18 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	14	4			
2	I am happy with the values and attitudes that the school teaches	11	7			
3	I am made to feel welcome in school	10	8			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	13	5			
5	The school gives me a clear understanding of what is taught in Religious Education	6	12			
6	The school enables my children to achieve a good standard of work in Religious Education	13	5			
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	6	12			

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	20	1	
2	I learn new things in Here I am lessons.	21		
3	I enjoy learning about Jesus and how to live as His friend.	20	1	
4	I have to work hard.	21		
5	My teacher helps me when I get stuck so I can make my work better.	21		
6	My teacher listens to me.	21		
7	When I am unhappy there is always an adult I can talk to.	21		
8	I get praise when I do my best.	20	1	
9	Other children are kind and behave well	20	1	
10	I am happy on the playground.	21		
11	I am allowed to help in class and around school.	21		
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	19	2	

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	13	16	
2	Do you find out new things in Religious Education lessons?	24	5	
3	Are your Religious Education lessons interesting?	15	13	1
4	Do you get help when you are stuck?	22	7	
5	Do you have to work hard?	21	8	
6	Do teachers show you how to make your work better?	20	8	1
7	Do other children behave well?	5	22	2
8	Are teachers fair to you?	24	5	
9	Do teachers listen to your ideas?	22	7	
10	Are you given responsibility?	21	8	
11	Do you enjoy your times of prayer together?	20	9	