

# Our Lady of Lourdes Catholic Primary School

Hanham Road, Kingswood, Bristol, BS15 8PX

**Inspection dates** 8–9 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The attainment and progress of all groups of pupils has risen over the last three years. Attainment in English and mathematics is improving, in English it is above average and all groups of pupils achieve well. The school offers well-judged support for disadvantaged pupils, such as those in receipt of pupil premium funding, and this ensures consistently good achievement.
- Good teaching promotes effective learning. As pupils report, teachers ensure lessons are enjoyable; their thorough marking and careful setting of targets help pupils to understand how to improve their work.
- Good behaviour, both in and out of lessons, is the norm. Pupils get along very well with one another and with adults and disruptions to lessons are most unusual. Bullying is rare and pupils are rightly confident that school deals with any incidents very well.
- The headteacher has swept through the school with great energy and commitment, transforming many aspects of school life. Working closely with senior staff and the governing body, the headteacher sets high expectations for staff and pupils and promotes a positive environment for learning. The governing body has very good methods to ensure members are well informed about the school and offers leaders both strong support and effective challenges.
- The school makes regular and accurate checks on teaching and progress. Leaders and managers use the results to identify where improvements are required and to rigorously address concerns. As a result, the school has improved significantly since the previous inspection.

### It is not yet an outstanding school because

- In a few lessons, teachers do not plan well enough to keep all pupils working at full stretch. Sometimes, they fail to set urgent deadlines to help maintain a good pace of learning.
- The school has started to develop the range of subjects and courses it offers and is aware that there is more to do to make its diet more relevant and appealing to all pupils.

## Information about this inspection

- Inspectors visited 13 lessons taught by nine teachers and undertook five joint observations with senior staff.
- Inspectors held discussions with pupils, teachers, the headteacher, senior managers, parents and carers, representatives of the governing body and a local authority officer.
- Inspectors examined numerous school documents, including policies, assessment information, planning documents and records of all kinds.
- The views of 34 parents and carers were analysed through the Parent View website.

## Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional funding for looked-after children, pupils known to be eligible for free school meals and those from service families) is below the national average.
- Approximately one fifth of pupils are from minority ethnic groups. They come from a range of backgrounds but White and Asian and Other White pupils make up the largest groups.
- The proportion of pupils who do not speak English as their first language is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The headteacher took up her post in September 2012. The present Chair of the Governing Body was appointed at the same time.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Raise achievement further by improving the standard of teaching so more lessons are outstanding through:
  - planning all lessons so they offer the correct degree of support and challenge to all groups of pupils
  - ensuring that all parts of lessons run at a brisk, purposeful pace.
- Build on the work that has already started to broaden the subjects and topics that are covered so that they offer even more exciting learning experiences.

## Inspection judgements

### The achievement of pupils is good

- The rate of pupils' progress is accelerating because teaching is increasingly purposeful and strongly focused on helping pupils overcome issues that may slow their learning.
- Children usually enter the school with skills and aptitudes that are lower than expected for their age. The good teaching and welcoming environment in the Early Years Foundation Stage ensure they make a good start to their school careers and they leave to join Year 1 working at the expected levels of attainment. Children learn valuable skills such as taking turns and working both independently and together; this provides a good basis for their future education.
- Pupils' attainment at the end of Year 6 in English and mathematics has risen steadily during the last three years and is above average in English and average in mathematics. The school is aware of the issues that held back mathematics standards in 2013 and has put in place a number of strategies that are already lifting attainment and progress in the current Year 6 group.
- The thoughtful analysis of assessment data means that pupils who need additional assistance, such as disabled pupils and those who have special educational needs, are quickly identified and receive appropriate support. This principle applies to the most able too, who usually benefit from being set more challenging tasks. Given their starting points, this means that achievement for all groups of pupils, including those from minority ethnic backgrounds, is good. The inclusive way the school works ensures there is equality of opportunity and no discrimination.
- Pupils in receipt of additional government funding (the pupil premium) benefit from well-targeted support. For example, teaching assistants have been trained to follow up class teachers' marking of these pupils' work. Often work will be marked at the end of the morning and teaching assistants will address any issues raised with individual pupil premium pupils on the same afternoon. This immediacy is very effective in helping this group of pupils to overcome potential barriers and many make good or better progress.
- In consequence, the gap in attainment between the pupil premium group and other pupils, which at the end of Key Stage 2 is approximately two terms in reading and writing and three terms in mathematics, is closing rapidly.
- Pupils learn well in lessons because, usually, their needs are well catered for. Most lessons are enjoyable and pupils pay close attention and are generally keen to learn. For example, a Year 5 English lesson on open and closed questions benefited from the teacher's high expectations, pacy, well-focused teaching and the good opportunities for assessment throughout the session. Pupils carefully evaluated one another's performance using 'two stars and a wish' providing strong support for one another. As a result, they developed a good understanding of the nature of questioning and its role in discussions.
- There are good opportunities for pupils to develop reading skills and the impact of these improvements is clear in much improved results in the 2013 Year 1 national assessments of pupils' understanding of sounds and letters (phonics). Pupils are confident with books, reading widely because the school promotes a love of books and provides numerous opportunities for them to read both quietly and aloud.

### The quality of teaching is good

- Pupils are well taught and the improving picture is evident in their accelerating progress.
- The consistency of progress for most groups is partly due to the fact that additional help for pupils is deployed so perceptively. The school has raised the status and qualifications of teaching assistants so that they are now active partners in classrooms and effective practitioners in the support they provide for individuals and small groups. Their activities are well planned in collaboration with class teachers, so they know precisely what they are expected to do.
- Assessment of all kinds is very well used to promote progress. Many lessons see numerous

opportunities for teachers and other adults to check on learning through careful questioning. In the Reception class, adults use tablet computers to photograph children working and write an appropriate commentary; this is later saved to permanent records of children's development. Teachers offer pupils a chance to assess their own progress and that of others through supportive analysis of one another's performance.

- Marking is generally consistent and conforms to school policy, using colour coding to offer praise and advice. Key Stage 2 pupils receive regularly updated targets written in an easily understood form. Pupils rightly feel well informed about their next steps in learning.
- Most lessons are fun with a sprinkling of humour to help things along and teachers foster good relationships. Pupils say they enjoy their lessons and get along with staff very well. But there is always a serious underlying purpose to each activity. Teachers plainly state what they expect pupils to learn in each lesson and, if the objectives are not achieved, they want to know why.
- An excellent Years 5 and 6 mathematics lesson typified many of teaching's strengths. Pupils made excellent progress in understanding equivalent fractions because they had been taught the skills to assess their own work, so were able to check its accuracy before they moved on. The class teacher was vigilant of this process; ensuring pupils were secure in their understanding and boosting their enjoyment and confidence.
- Occasionally, lessons that start well lose their impetus as time goes on. This is because sometimes staff do not set strict enough deadlines, so pupils tend to work at their own pace rather than tackle tasks briskly and purposefully.
- A small number of lessons fail to plan properly for all groups of pupils. Such sessions usually provide good support for less able pupils, usually through effective teaching assistant work, but do not always provide enough challenge for more able pupils.

### **The behaviour and safety of pupils** are good

- The school is a calm and happy environment that helps young people thrive. Pupils say they are happy at school and particularly appreciate the warm relationships that exist between pupils and with adults. Good behaviour is usual both in and out of lessons, so at lunchtime the dining hall is orderly and pleasant and the outside areas are harmonious.
- Pupils listen well to staff and, from their first few weeks in the Early Years Foundation Stage, are obedient and co-operative. This generally allows lessons to flow smoothly with few unnecessary interruptions. Pupils usually display positive attitudes to learning but can become a little talkative where teaching is less interesting and challenging.
- Pupils correctly report that bullying of all kinds is very unusual and is firmly 'nipped in the bud' by adults when it is identified. Pupils are well aware of the various types of bullying and are confident that racist bullying and victimisation of individuals by texting on mobile phones are virtually non-existent.
- Pupils are given regular reminders about how to stay safe in their daily lives so they show good awareness of potential dangers on the local roads and are equally alert to the potential hazards of unfettered access to the internet.
- The school has new systems and structures to reduce absence rates, including having information available for all on the school website and awards to pupils for full attendance. This thoroughness results in attendance being above the national average.

### **The leadership and management** are good

- The headteacher has transformed the school in her first year. She introduced a wide range of much needed developments that have helped the school understand its strengths and weaknesses and improve its practice.
- The school has greatly benefited from the headteacher's very rigorous approach to improvement. With senior managers she runs meticulous checks on many aspects of the school

and acts to address concerns; this has promoted to a sharp upturn in pupils' achievement. Development plans form a clear template for the future direction of the school and are firmly based on the outcomes of assessments and other checks. The school enjoys very effective support from the local authority and has capacity for continuing improvement.

- Checks on the quality of teaching and learning are regular and thorough. Staff are given good advice on how to improve their classroom practice and, where necessary, benefit from personal coaching and relevant training.
- Assessment information on each pupil in the school is collected six times a year. Detailed analysis of this data helps identify any developing trends that require action. Regular meetings with teachers ensure that members of staff are held to account for the progress of the pupils in their class. Individual pupils' needs are identified so that, for example, if she or he is falling behind they can be given the best possible additional support, such as additional personal or small group tuition.
- School leaders rightly identified the planning of English and mathematics as priorities for development last year. This has had a positive impact on progress in these subjects. The focus is now on developing the other subjects and activities, and staff have started to introduce more stimulating events to, as they say, 'make learning irresistible'. For example, there are more out-of-school activities to provide memorable experiences and stimulate learning. Additional funds for physical education are spent wisely, partially on additional expert tuition from outside coaches. This is raising the profile of physical education and proving popular with pupils but it is too early to identify any impact on their physical well-being.
- Much of what is planned and taught in the school is based on Gospel values. The school's Catholic ethos is a major influence on its comprehensive personal, social and health education programme. Acts of worship, such as the harvest mass, involve visitors and parents and carers and provide great opportunities for pupils to reflect on important spiritual issues. Pupils' consistently positive behaviour is a good testament to their strong moral and social development.
- **The governance of the school:**
  - Governors have very well organised systems to check up on the school. A cycle of visits and other checks ensure they are fully up to date with school life. Members are well aware of assessment data provided by the school, the local authority and the Department for Education so understand how well pupils at Our Lady Of Lourdes are performing when compared with national averages. They work closely with school leaders to analyse information about the progress of various groups; in particular members know how pupil premium funding is allocated and ensure it provides good value for money. Regular visits ensure that governors know about the strengths and weaknesses of teaching; they also bring expertise to understanding how performance management ensures teachers' pay is linked to their performance. They receive appropriate training and fully meet their responsibilities to keep the school safe and ensure it meets all safeguarding requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109265
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	401041

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Corrigan
<b>Headteacher</b>	Clare Murray
<b>Date of previous school inspection</b>	19–20 October 2011
<b>Telephone number</b>	01454 867160
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