



## **INSPECTION REPORT**

Our Lady of Lourdes Catholic Primary School  
Hanham Road, Kingswood, Bristol BS15 8PX  
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DfE Number: 803/3434  
Unique Reference Number: 109255

Headteacher: Mrs C Murray  
Chair of Governors: Mrs C Dolan

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**Canonical Inspection under Canon 806 on behalf of the Diocese of Clifton  
and inspection of Denominational Education under Section 48 of the Education Act 2005**

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Date of inspection: 22-23<sup>rd</sup> April 2015  
Date of previous inspection: 8-9 July 2010

Reporting Inspector: Mrs M Barnard  
Additional Inspector: Mr M O'Keefe

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## Description of School

Our Lady of Lourdes is a one form entry Catholic primary school with 193 pupils on roll. The majority of pupils are from White British heritage. The number of pupils eligible for Pupil Premium funding and free school meals is below average although urban adversity is significantly above that of the local authority. There has been a significant period of turbulence since the last Inspection and the school now is working collaboratively with the diocese and the local authority to drive up standards. The school is adjacent to the Catholic church and 75% of pupils are baptised Catholic. There was a significant improvement in the percentage of Y6 pupils moving to Catholic secondary schools last year. Two parish priests share the parish of Our Lady of Lourdes with a number of other parishes. The deacon and one of the parish priests have regular contact with the school.

## Overall effectiveness of this Catholic school (summary statement)

**Grade 2**

- The school's self-evaluation is an accurate account of the school's strengths and areas for development.
- The issues identified in the previous report have been met.
- The RE subject leader is effective in supporting staff and driving forward improvements.
- The school has a strong commitment to training, development and engagement with the diocese and partner schools.

The school is not yet an outstanding school because:

- standards are below age related expectations and progress needs to improve particularly across Key Stage 2
- leadership is not yet outstanding
- most pupils do not yet have enough opportunities to plan, prepare and lead prayer and worship across the school
- the quality and consistency of prayer, worship and opportunities for spiritual reflection are not yet outstanding.

## The capacity of the school community to improve and develop

This is good because of:

- the strong commitment to improving RE by the leadership
- the support and commitment of the governing body to RE
- the capacity of pupils to make accelerated progress in their learning
- the school's recognition that progress for many pupils needs to be accelerated
- the strong support from parents.

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## **What the school should do to improve further**

- Raise standards and progress across the school so that they are in line with other core subjects by:
  - designing lessons that enable pupils, particularly the more able, to achieve the higher levels
  - rigorous and consistent target setting and tracking of assessments across the school
  - developing further assessment for learning strategies that enable pupils to know the next steps in their learning.
- Embed the capacity of pupils to prepare, lead and evaluate prayer and worship across the school.
- Develop the schools capacity to enrich prayer and worship through a deepening of spiritual reflection.

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## **How good are outcomes for pupils, taking account of variations between different groups?**

### **Grade 2**

Pupils benefit substantially from the Catholic life of the school and can articulate the distinctive nature of the school. Pupils take on responsibilities and participate constructively in the Catholic life of the school. They can be reflective and enquiring and understand that religious belief is important for many people but some spiritual aspects need further development. Pupils demonstrate a culture of respect and show interest in the religious life of others and know how faith can affect life. They are well behaved and care for one another. They understand important key liturgical celebrations and are confident in expressing their views and beliefs. Their understanding of service to others and the Catholic character is supported through their involvement in the recently developed chaplaincy programme. As a result, links with the parish community are growing stronger. Pupils are helped to understand the needs of others in the wider community through fund raising for CAFOD and other charitable giving. Pupils have a well developed understanding of Christian values and this is well promoted through regular assemblies on values and gospel stories.

Attainment and achievement in religious education is below average for pupils at Key Stage 2 and is satisfactory at Key Stage 1. The new scheme of work adopted by the school 18 months ago has provided a framework for more focused lessons. However, this has still not impacted yet on sufficient levels of progress at Key Stage 2. The school recognises this and they now need to accelerate progress to improve standards across the school in line with other core subjects by designing lessons to challenge pupils, especially at the higher levels and by rigorous consistent target setting and tracking of assessments. Pupils enjoy their learning and can work effectively and independently. They show a good level of enthusiasm and interest and now need opportunities to develop their knowledge and understanding appropriate to their age and ability. There is strong evidence of links with other faiths. Pupils are becoming religiously literate and can discuss their understanding but this has yet to translate into age related expectations in levelled work.

The chaplaincy group, formed at the start of the academic year, has made very good progress in their ability to plan and lead prayer and worship both within school and in the parish. They act as excellent role models and ambassadors for other pupils and the school. The RE subject leader has taken a lead role in promoting and supporting pupils in this development and provided an outstanding model of leading, responding and participating in the prayer life of the school. This active involvement should now be extended so that all pupils across the school have regular opportunities to prepare and lead prayer and worship. Pupils join in community prayers through Masses, assemblies and collective worship. Deepening the spiritual experience particularly in collective worship through music, singing and time for reflection would benefit pupils in their journey of faith. Pupils pray regularly in all classes and have opportunities for personal prayer. The beautiful, newly created chapel which the chaplaincy group have taken a lead in developing has created a sanctuary for prayer and reflection. Pupils have a good understanding of religious feasts and seasons and could talk about their patron saint but showed little understanding of the Sacraments and how this linked to their lives and the life of the Church.

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## **How effective are leaders and governors in developing the Catholic Life of the school?**

### **Grade 2**

Leaders and governors demonstrate a commitment to the Catholic life of the school. They are developing a range of systematic monitoring activities relating to provision and outcomes although these activities have yet to be consistently embedded across the school over time and translated into improvements. The analysis of provision provides a sound basis for accurate diagnosis of the schools strengths and areas for development. Governors understand their role in regularly and consistently monitoring and evaluating provision but this now needs to lead to an effective plan to implement improvements to outcomes for pupils across the school. Pupils are able to articulate the school's ethos well with understanding and appreciation. Staff and governors have a high regard for the Catholic life of the school. All Bishops' Conference requirements are met. The extent to which the school systematically seeks the views of stakeholders is developing. The school is committed to staff training and leaders have prioritised a range of training opportunities over the last year through staff meetings, liaison with other schools and from support within the diocese. Staff have a high regard for the support they receive from the RE subject leader in promoting and developing their skills and knowledge. Through the recently introduced chaplaincy programme, and the opening of the school chapel, leaders are making significant progress in improving provision for pupils.

Assessment through levelling is effective and accurate and this is a strength of the school. The levelling tool has been refined in liaison with the diocese and other schools in the cluster and this has given staff the support and confidence to make accurate judgements on pupil attainment across the school. Leaders have systems in place for monitoring the curriculum for religious education through marking of work, lesson observations, book scrutinies and data analysis. This now needs to become more rigorous and consistent. Pupils would benefit from lessons that are designed to enable them to achieve the higher levels, with targets that are challenging, especially for more able pupils, so that standards in RE match those in other core subjects. This should now become more consistent across the school. Leaders and governors are involved in reviewing the SEF (School Evaluation Form) and it has become an accurate reflection of the schools strengths and areas for development. This provides a sound basis for accurate diagnosis and planning for improvements, although actions have yet to be translated into accelerated progress in key year groups across the school. Improvements in RE are still at an early stage and there is a need for the leadership to continue to fully focus on school improvement. The RE subject leader supports staff very well and is strongly committed and this is impacting positively on improvements. Planning is well focused on outcomes for pupils at Key Stage 1 but at Key Stage 2 expectations need to be raised through more challenging and targeted lessons to secure age related expectations.

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## How effective is the provision for Catholic Education?

### Grade 2

Most of the teaching is good and is effective in ensuring that pupils are consistently engaged and interested in their learning. Assessment procedures are rigorous and accurate but progress is variable across the school. Assessments now need to inform planning, in particular in Key Stage 2, so that pupils are challenged to make the rapid progress in their learning they are capable of in order to reach age related expectations. Subject knowledge of teachers is good and well supported by the subject leader for RE. Other adults support the learning of pupils well. In the best lessons, marking is reflective, linked to the lesson objective and level and allows for pupils to understand how they can reach the next steps in their learning. However, marking of work to support learning now needs to be consistent across the school and embedded in line with best practice.

The Bishops' Conference requirements are met in full and the school is responsive to diocesan guidelines. The curriculum provides for interesting and engaging lessons which promote pupils' understanding of their faith and this is lived out in the positive relationships between adults and children in the school. The curriculum is enriched through imaginative resources and a range of strategies including music, art, drama and ICT. There is strong evidence for the teaching of other faiths in the school and the many vibrant displays illustrate that the school takes seriously this commitment and that pupils are clearly involved in their learning. The new scheme of work, *God Matters*, has enabled teaching to be more focused as a tool for learning based on the *Religious Education Curriculum Directory*. In this way it gives pupils opportunities for moral, spiritual, vocational, social and cultural development. The beautiful new chapel which was planned and prepared by the chaplaincy group and opened in January provides pupils with a calm environment to promote prayer and reflection. The scheme of work for relationship and sex education has been approved by the governing body and is taught during the summer term. The school invites parents to discuss the work pupils are undertaking on an annual basis and this is well supported by governors.

Gospel values are promoted and provide a clear area of focus for assemblies and collective worship. Pupils and staff pray together regularly and engage in a range of formal and informal daily prayer and worship in their classrooms. However, collective worship is not yet developed enough across the school in the opportunities it provides for the spiritual deepening of faith. This could be greatly enhanced by further training and support. The school has a policy on prayer to ensure that traditional prayers are learnt progressively alongside opportunities for pupils' to develop their own personal prayers. Parents are invited to Masses and assemblies throughout the year both in the school and in the adjacent parish church. Liturgical seasons and feasts are well celebrated in the school. Pupils are involved in the Mass through readings and altar serving and preparations. The deacon and the parish priest are regular visitors to the school and this enhances pupils' understanding of the liturgy and supports the subject knowledge of staff. Pupils are preparing and leading prayer through the chaplaincy group and the school is now building on this to provide further opportunities for all pupils across the school. The RE subject leader is successfully trialling the *Leaders in Faith programme* with groups of pupils in the school and there are plans for this to be extended to all pupils.

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## Summary of Parental Questionnaires

- 20 parental questionnaires were returned
- 14 agreed or agreed strongly with the statements
- 6 disagreed (3 disagreed that the school kept them well informed, 4 disagreed that there is a clear understanding of what is taught in Relationship and Sex Education, 1 disagreed that the school takes account of their views)
- Most parents were very satisfied with RE in the school

Some comments from parents were:

“Our Lady of Lourdes has a great reputation and I love the fact that my child is having a religious education”

“The bond the children have with each other and the teachers (is distinctive)”

“The school has a good Catholic ethos”

“It values and cherishes the children and sets them up with a strong set of values”

“It is a welcoming school; the children are happy, well behaved and friendly”

“Clear moral values and the caring family atmosphere it provides”

“I have been amazed at how my son has embraced the bible and the stories within it. He goes to bed most evenings reading his children’s copy of it”