

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

**CANON LAW 806  
FINAL INSPECTION REPORT  
INCORPORATING  
SECTION 48  
THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL  
BRADLEY BOULAVARD  
HUDDERSFIELD  
HD2 1EA

School URN

107751

Date of Inspection and OE  
grade

1<sup>st</sup> and 2<sup>nd</sup> March 2017  
OE - Good

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Chair of Governors

Fr. Ian Smith

Headteacher

Mr Harry Rowan

RE Subject Leader

Kathie Clarke

Date and grade of last S48  
inspection

5<sup>th</sup> and 6<sup>th</sup> March 2012  
Good

Section 48 Inspector/s

Mrs M.T Bannister

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

2

### Summary of key findings:

#### **This is a good school**

- Our Lady of Lourdes Catholic Primary School is a good school that is representative and inclusive of the local community. Pupils, parents, staff and parishioners are emotionally appreciative of this “Loving” school and value the friendships made both within the school and beyond.
- Our Lady of Lourdes is a strong multi-cultural school community where tolerance, racial harmony and understanding are witnessed for all to see.
- Although there have been some staff changes since the last inspection there is a strong Catholic ethos embedded throughout the school.
- Collective Worship (CW) is well planned and is highly regarded and valued by children and parents. Pupil led worship is still in its infancy and requires further development.
- The headteacher and deputy headteacher (RE subject leader) are role models in all aspects of school life. Both are passionate and committed to making a difference to the lives of the whole community in their faith development.
- The parish priest, who is also chair of the governing body, is a regular visitor to school and works closely with the dedicated team of staff.
- Pupils are proud of their school and are polite and helpful to all visitors. Their behaviour is excellent and they have a good understanding of right and wrong.
- Pupils are fully aware of the consequences of their behaviour and the impact of negative behaviour on others.
- Pupils are confident and ready to express their own views, knowing that they are safe and secure in an environment where their voices will be heard. They readily take on responsibilities and care for each other.
- Pupils act with reverence and join in well with many traditional responses and prayers of the church.
- Teaching is consistently good, and none is inadequate. Teaching assistants effectively support learning for all groups of children.

- The school uses 'The Way, the Truth and the Life' (TWTL) as the basis for their Religious Education (RE) curriculum. However a more creative approach to the delivery of the RE curriculum is needed in order to move children on in their learning more quickly and to challenge higher attainers.
- Displays in school reflect 'The Way, the Truth and the Life' and key liturgical celebrations. All children are proud of their environment.
- The school federated with St Patrick's Catholic Primary, Huddersfield, in 2008 and shares a joint governing body. The governors have a real understanding of the areas of strength and any areas of development.
- There are strong links with the federation to share and develop practice across both schools.
- All canonical and statutory duties are fulfilled.

#### **What the school needs to do to improve further.**

- Develop the confidence and independence of the children to plan and deliver prayer and acts of worship.
- Plan opportunities for the delivery of creative RE to move learning forward and challenge higher attainers.
- Ensure marking and feedback is acted upon across school in order to give all pupils the opportunity to respond to developmental marking which is effective in improving their work and move pupils forward in their learning.

#### **Information about this inspection**

The Inspection of Our Lady of Lourdes Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

One inspector carried out the inspection over a period of 1.5 days. A sample of 5 RE lessons and 4 acts of CW were observed. All key stages and 1 whole school celebration were visited. Meetings were held with the headteacher, deputy headteacher (RE subject leader) governors, parish priest, pupils, parents, Catholic Care and parishioners. A comprehensive range of RE /worship/Catholic Life monitoring and self-evaluation school documentation was scrutinised. This included the school's RE planning, assessment and pupil progress tracking systems, together with a scrutiny of pupils' English and RE books. The School Development /RE plan, minutes of the governing body and the headteacher reports to the governing body were also sampled. Digital evidence was also scrutinised including the school website.

## **The inspector reviewed in detail the following aspects:**

- The extent to which the key issues for action identified in the previous S48 inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of teaching and the responses the children make in RE lessons.
- How well pupils achieve and enjoy their learning in RE and participate in the Catholic Life of the school.
- How good outcomes are for individuals and groups of pupils in RE.
- The quality of CW provided by the school and how well pupils respond.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic education at Our Lady of Lourdes by establishing the accuracy of the school's self-evaluation.

## **Information about this school**

- Our Lady of Lourdes Catholic Primary School is a one-form entry school with a part time 26-place nursery. The school currently has 230 pupils on roll, including the nursery. The published admission number (PAN) is 30.
- Our Lady of Lourdes is a diverse school community, which is made up of many ethnic backgrounds.
- Our Lady of Lourdes federated with St Patrick's, Huddersfield, in 2008 and has an executive headteacher across both schools and a shared governing body.
- Our Lady of Lourdes works in partnership with the feeder Catholic high school and other Catholic primary schools within Kirklees.
- In recent years the school has been on an emotional journey both academically and spiritually. The number on roll has increased over the last three years as the local community have become more confident in what the school has to offer.
- Our Lady of Lourdes is now a popular oversubscribed school. 59% of children are baptised Catholics.
- 11% of the school population are supported at school action plus. 2% have an Educational Health Care Plan.
- The school has 28% of pupils in receipt of pupil premium funding.
- The school has a popular breakfast club and offers a range of extra-curricular activities.
- The school is committed to the nurture and pastoral support of all its pupils from an early age.
- The school commissions support from Catholic Care 1 day per week to work with vulnerable children and their families. Parents are appreciative of the work of Catholic Care and its contribution to the school.
- The parish priest works closely with the school to further strengthen strong school parish links and also delivers Sacramental preparation with the help of parish catechists.
- There are 10 full time Catholic teachers of which 1 holds the Catholic Certificate of Religious Studies (CCRS).
- Pupils are taught in 7 single age class groups.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>2</b>

- The outcomes for pupils at Our Lady of Lourdes are good.
- Children enter school with a low baseline and make good progress.
- At the end of the final key stage in 2016, 68% of pupils reached the expected standard in reading, writing and maths, which was above national average. Progress in RE is in line with the progress of the other core subjects.
- Leaders have identified any cohort variations with regards to progress and rigorous measures are in place to address this with challenging targets and monitoring.
- All members of the school community live out the Mission Statement which “enables every member of the school community to appreciate and develop to the full, their unique gifts and talents, for the benefit of themselves and others, in the service of God”.
- Most pupils concentrate well and generally apply themselves well in lessons.
- Pupils’ response in RE lessons is thoughtful and reflective.
- This is not just a school but also an extended family where all members of the school community are proud of and passionate about being associated with the school.
- Our Lady of Lourdes is a welcoming school where pupils respect each other.
- Strong relationships are evident in school and these are tangible, as seen through the school buddying system where Year 6 pupils (gardeners) nurture and care for the Reception children (seeds).
- Pupils, in accordance with their age, are beginning to take responsibility for planning and delivering acts of worship. All classrooms have displays, which reflect learning, and a focal point for worship, which enhance the religious life of the school.
- The parish priest is a popular and regular visitor to the school. He celebrates Masses in school but also Masses in the parish church.
- Increased participation in Sacramental preparation has increased over the last three years.
- Pupils take the lead in shaping the Catholic nature of the school.
- Pupils are respectful and are able to express with maturity their own beliefs and have a strong sense of their personal worth. Pupils are sensitive to the needs of others.
- The school’s charitable works include supporting CAFOD, Catholic Care Gianna Project, Forget Me Not Children’s Hospice, McMillan coffee morning and raising funds for the annual Good Shepherd Service held in Leeds Cathedral.
- Pupils enjoy RE lessons and take a pride in their work
- Parents speak highly of the inclusive nature of the school because people of all backgrounds are welcomed
- Pupils appreciate and respect other faiths. They show tolerance of different viewpoints, ensuring all within this faith community feel valued and loved.

- RE books are marked in accordance with the school marking policy. When marking is at its best development marking further promotes the pupils learning. However this needs to be consistent across all areas of school.
- Behaviour of all pupils in CW is reverent and respectful.
- Pupils take part in regular in acts of worship but they need to be more involved in the planning and delivery of CW.
- Pupils have a good understanding of the church's main liturgical celebrations

## The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

- Teaching is mainly good but none of the lessons observed were inadequate.
- RE lessons are well planned and are appropriately differentiated to meet the needs of all learners.
- Teachers display strong subject knowledge and this is applied in most classes to challenge pupils.
- Success criteria and driver words are used effectively in some classes to develop independent learning skills.
- Teachers in the most effective lessons use a variety of teaching strategies, including talking partners, to good effect.
- Teaching assistants are used effectively to support group activities or with focused support on a one-to-one basis.
- Marking of RE books is in line with the school's marking and feedback policy. In most year groups developmental marking is evident and clearly identifies the next steps in learning. Pupils need to be given opportunity across all classes to respond to this marking in order to improve their work.
- Children sing with enjoyment and take full advantage of the quality music provision delivered by the Diocese of Leeds singing programme.
- The Diocesan RE scheme, The Way the Truth and the Life (TWTL) forms the basis of the school's RE curriculum. However the school needs to develop a more creative approach to RE to enrich the scheme.
- A more creative approach to RE needs to be adopted to challenge all learners but in particular the more able.
- Pupils learn about other faiths and have a respect for each other and the major celebrations.
- Planning for other faiths needs to be part of the liturgical calendar and incorporate visits to places of worship and visitors in school.
- CW is given high profile and is well resourced. This is inclusive and accessible for all pupils of all faith backgrounds.
- CW is at the very heart of the school and the themes chosen provide all within the school community the opportunity to reflect on the church's mission. The children reflect upon events in the world and how this impacts on their everyday life.
- Parents say they are always welcome in school and are invited to Masses, liturgies and assemblies.
- Parents commented on how they felt welcome and inspired by attending acts of worship
- The school's RE curriculum meets the Bishops' Conference requirements.

## The Leadership and Management are good.

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- Leaders and governors are fully committed to the church's mission in Catholic education and work closely with the parish priest to shape the direction of Catholic education within the school and local community.
- The school plays a key role in supporting the parish and local community.
- The school has addressed key areas for improvement that were identified on the previous S48 report.
- All leaders are fully aware of the major strengths of the school and any areas for development.
- There is a clear programme of monitoring and evaluation relating to provision and outcomes of RE. This is shared and reviewed through pupil progress meetings in line with other core subjects.
- The governors are fully aware of their responsibilities and are supportive but also act as a critical friend and hold the headteacher and senior staff to account.
- RE is well led by the deputy headteacher who is also the RE leader. The passionate headteacher and deputy headteacher are rooted in their faith belief that all children are at the very heart of all they do.
- All staff fully embrace the school's mission and fully understand their role in promoting the Catholic Life of the school.
- The Headteacher is an excellent role model; he leads by example and has a determination and a commitment to provide the very best education for all pupils within the school.
- Governors are fully involved in monitoring and conduct regular visits to the school.
- The parish priest works extremely closely with staff to celebrate liturgical events and delivers Sacramental preparation in school.
- The drive and vision of the headteacher and experienced deputy headteacher (RE leader) has an outstanding impact on the lives of the pupils and their families.
- Parents spoke highly of the support the school gives, and in particular the deeply committed headteacher and deputy headteacher and the support provided to all families.
- Families new to the school and the country acknowledged their positive experiences of welcome from the whole of this Catholic community.
- The governing body have approved an appropriate Education for Personal Relationships (EPR) policy in line with diocesan guidelines.
- Parents feel consulted and informed on all aspects of RE in school.
- Governors ensure that the school's RE budget is appropriately monitored in order to meet the requirements of identified priorities in RE and the Catholic Life. This is in line with other core subject areas.
- The governors conduct regular visits to the school. They are engaged with school leaders in monitoring the school action plan, which includes RE, and evaluating the school data.
- All canonical and statutory responsibilities are fulfilled.