



Our Lady of Lourdes RC Primary

Fleming Field, Shotton Colliery, Durham, DH6 2JQ

School Unique Reference Number: **114278**

Inspection dates: 28 – 29 March 2017
Lead inspector: John Hattam

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of Lourdes RC Primary is a good Catholic school because:

- The quality and variety of Collective Worship is outstanding and central to the life of the school. Pupils of all ages are reverent and respectful during worship.
- The Catholic Life of the school is good because the pupils are considerate to others and caring to anyone in need. They are enthusiastic in their response to charitable campaigns.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons and over time.

It is not yet outstanding because:

- While most pupils are involved in Catholic Life the school needs to continue to encourage all pupils to appreciate and deepen their experience of belonging to a Catholic community.
- Self-evaluation is not yet a coherent reflection of rigorous monitoring and searching analysis explicitly focused on the Catholic Life of the school.
- Leaders in Religious Education do not yet focus systematically enough on a range of monitoring activities relating to provision and outcomes in Religious Education.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady of Lourdes is a smaller than average sized primary school serving the parish of Our Lady of Lourdes, Shotton Colliery.
- Less than half the school population are baptised Catholics.
- The vast majority of children are from white British backgrounds.
- The percentage of children eligible for pupil premium is lower than average.
- The percentage of children who receive special educational needs (SEN) support is average whilst the percentage with an education health care plan is above average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To increase the proportion of outstanding teaching by:
 - Ensuring that best practice is shared across school.
 - Formalising the monitoring of lessons to ensure that pupils have the appropriate level of challenge and, as a result, pupils are able to access tasks with a greater degree of independence.
- To improve the quality of Catholic Life by:
 - Ensuring that more formalised monitoring and evaluation occur and that improvements and changes are recorded and shared with all stakeholders.
 - Designing opportunities for a greater number of pupils across school to be involved in shaping the school's mission and leading and planning improvements to it.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

1

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- As a 'Rights Respecting School' older pupils talk positively about their school and appreciate the benefits and responsibilities being part of a community brings. They appreciate the role that they have in helping to shape the school community through their words and deeds.
- Key groups of pupils in school including Mini Vinnies and pupil voice are involved with those activities which promote the school's ethos within school and the wider community. Staff should continue to encourage students to reflect on and articulate their experience to better shape the school's mission and ethos.
- Throughout the year there are many opportunities to support the work of local charities including Macmillan, St Cuthbert's Care, and the local food bank.
- The behaviour of almost all pupils is exemplary; they are polite and welcoming at all times and talk with pride about their school and their friends.
- Pupils described feeling safe and secure in school. As well as having a clear sense of right and wrong, pupils also described the importance of forgiving others and being forgiven. Pupils said, "Making friends with people after you have been upset by them helps to make the school a better place."
- With the support of key staff in school, including the chaplain, most pupils understand that religious belief and spiritual values are important for many people. They demonstrate care and respect for religious artefacts in the school.

The quality of provision for the Catholic Life of the school is outstanding.

- The school provides very high levels of pastoral care and there is a commitment to the most vulnerable and needy in both policy and practice. The appointment of a school chaplain has enabled children to develop a deeper understanding of Catholic teachings and principles.
- There is a tangible sense of community at all levels, evident in the quality of relationships that exist between all colleagues, support staff and pupils.
- The school is attentive to the pastoral needs of pupils and staff and ensures that almost every member's needs are understood and catered for.
- Parents describe the school as, 'a warm and welcoming place of safety where all children

are valued for who they are'. Parents with children who have special educational needs commend the school for its inclusive provision.

- Governors are proud of the personal commitment staff display and describe them as being living examples of the Gospel.
- There are clear signs of the school's Catholic character with creative displays in each classroom as well as in shared areas which allow the pupils opportunities for deep thought, prayer and reflection.
- There are good links to the parish of Our Lady of Lourdes; the sacramental programme is a genuine strength of which both school and parish are proud.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- The headteacher, staff and governors have a strong sense of purpose and commitment to the Catholic mission of the school.
- The headteacher is passionate that all children will be supported in the development of their faith and she communicates this passion effectively and encourages her staff to do the same.
- The leadership team has worked hard to engage parents/carers who might traditionally find working with school difficult. Parents appreciate the effort that school leaders make commenting, 'they are prepared to go the extra mile for any child'.
- The school's engagement with parents is good. There are clear strategies for working with parents; they are encouraged to work as partners in their children's education.
- Systems for monitoring and evaluating the Catholic Life of the school need to be formalised and form part of the whole school evaluation cycle so that improvements can be shared with all stakeholders.
- Governors work well with the headteacher; they support and challenge and are passionate about achieving the best possible benefits for all children. Their regular attendance at school/parish events further helps to strengthen the strong sense of community which envelops the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

1

2

How well pupils respond to and participate in the school's Collective Worship is outstanding.

- All pupils participate with reverence and respect in acts of Collective Worship. Children in reception class created a beautiful mini prayer garden for Lent; one young boy described the grass seed that was placed over the garden as a sign of new life after Easter.
- During whole school Collective Worship older pupils used liturgical dance to good effect to respond to The Word. After the Collective Worship year six pupils described themselves as feeling calm because of the experience.
- Pupils take the initiative in leading prayer in school; their planning for class liturgies is well-structured and creative. They want it to be the best it can be and talk passionately about how it makes them feel special when they lead Collective Worship.
- Almost all pupils have a good understanding of the Church's liturgical year, its seasons and its feasts. Accordingly, in a way that is appropriate to their age and ability, they are able to prepare Collective Worship which reflects this understanding.
- Pupils display a deep respect for other world faiths as a result of special visitors to school. They described how it made them feel secure to know that they had far more in common with pupils who practised other faiths than differences.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of the school and it is shared with parents and the wider community on a regular basis. Each class leads school Collective Worship and a Mass each term to which parents are invited. Parents say that the acts of Collective Worship which the pupils lead, particularly those in church, are 'deeply moving' and 'fill them with a huge sense of pride'.
- Parents are invited to attend weekly prayer sessions in school during Lent; a 'sacred space' has been set aside for this purpose. Pupils can access this space during the school day.
- The school day is punctuated by prayer and as a result children are confident in the common prayers of the Church.
- Each class space has a well-resourced area set aside and is clearly focused on the appropriate season of the church.

- There are frequent opportunities for staff to pray together; morning briefings begin with prayer.
- Class teachers and the school chaplain are highly skilled in helping pupils to plan and deliver high quality worship. The variety of worship on offer is a testament to the hard work of staff who strive to include all pupils in fully inclusive acts of worship across all key stages.
- Every class participates in Christian meditation after lunch; this quiet time allows all pupils to centre themselves and spend some time alone with God.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- The headteacher is a highly visible exemplar of good practice and is a source of inspiration to all stakeholders. She is able to lead the school community in its understanding of the liturgical year and its rites and symbols in a way which engages pupils.
- The headteacher and governors place the school's prayer life and worship at the very heart of the school. Leaders are beginning to use the new website to promote Collective Worship more effectively as well as other important initiatives such as 'Wednesday Word'.
- The Religious Education coordinator leads staff training for all staff across school; she is a model of good practice for staff and pupils.
- Leaders in school offer all staff in school regular opportunities to receive formation in the development of their spiritual and liturgical understanding.
- Leaders ensure that all staff access year group appropriate diocesan training for the development of skills.
- Governors attend almost all acts of Collective Worship in school and in church and have a good grasp of the quality and variety of worship on offer.
- School leaders use questionnaires to determine the views of parents and carers about the quality and significance of Collective Worship and respond to these findings appropriately.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

2

2

2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils enjoy and understand the value of Religious Education and are keen to do well. Behaviour in lessons is very good with the vast majority of children including those with special educational needs concentrating well.
- Some pupils in key stage two said that they found Religious Education hard because it involved a lot of writing and sometimes it was difficult to make links between their own lives and scripture. From talking to children it was clear that they appreciated the support that their teachers gave in this area.
- Pupils make good progress, both in lessons and over time, across a range of skills and are developing well in their knowledge and understanding.
- Outcomes for pupils are good overall. Pupil's books evidence a good standard of work although outcomes are best where teaching is most sharply focused on a rapid pace of learning and appropriate challenge for the most able.
- Pupils with special educational needs make good progress because of the quality of the targeted support from staff. Evidence presented by the school suggests that there are some slight cohort specific differences between the attainment of boys and girls.
- The majority of pupils attain in line with diocesan averages at the end of each key stage.

The quality of teaching and assessment in Religious Education is good.

- Teaching is mainly good with some examples of outstanding teaching. Teachers have high expectations of behaviour and engagement and, as a result, pupils concentrate well. In the best lessons pupils are set challenging tasks which are well matched to their learning needs; skilful interventions and support ensure rapid progress for all groups of children.
- Relationships between teachers, teaching assistants and pupils are very positive. Pupils commented that, 'our teachers help us when we get stuck'. Teachers and teaching assistants work hard to include all children in lessons.
- Most teachers have a confident level of expertise which they use well in planning and teaching Religious Education; appropriate resources and teaching strategies are well used to promote good learning.
- In the best lessons teachers systematically check pupils' understanding throughout lessons, anticipating where they need to intervene for individuals or groups of children.

- Marking and constructive feedback are performed regularly and accurately and pupils are given time to respond to feedback at the beginning of the next lesson.
- Pupils are in the early stages of evaluating how well they have done in their learning and what they need to do next to continue to make good progress.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- Senior leaders in school are committed, knowledgeable, enthusiastic and well informed about current developments in Religious Education.
- Leaders ensure that their vision for Religious Education is shared through staff meetings, briefings and staff attendance at diocesan training events. As a result Religious Education has a high profile in the school and is well planned to meet the needs of all pupils.
- Leaders are not yet rigorous enough in their approach to ensuring that best teaching practice is shared across the whole school. The monitoring of teaching does not yet guarantee that all pupils have an appropriate level of challenge in Religious Education lessons.
- Through the work of the headteacher and the Religious Education coordinator the school has forged important partnerships with other local Catholic schools to share ideas, monitor provision and moderate work.
- All teaching staff share a common purpose in promoting the profile of Religious Education; as a consequence, it makes a positive contribution to the moral and spiritual development of all pupils.
- Key members of the governing body are frequent visitors to school offering both challenge and support; they are keen to be involved in monitoring the effectiveness of Religious Education.
- Religious Education compares favourably with other core curriculum subjects in terms of staff, physical resources, and curriculum time. It meets the requirements of the Bishops' Conference.
- Leaders work hard to maintain strong links with the parish to ensure that pupils have very good sacramental preparation in accordance with diocesan policy.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for 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.

2

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

School name	Our Lady of Lourdes RC Primary
Unique reference number	114278
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
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