

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Direct email:
Rebecca.jackson@tribalgroup.com



30 November 2011

Mr David Cahill
Headteacher
Our Lady of Lourdes Catholic Primary School
Hanham Road
Kingswood
Bristol
BS15 8PX

Dear Mr Cahill

Ofsted monitoring of Grade 3 schools: monitoring inspection of Our Lady of Lourdes Catholic Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 November 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please thank the senior team and the pupils who also took time to discuss the school.

As a result of the inspection on 23 and 24 June 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements, and good progress in demonstrating a better capacity for sustained improvement.

Pupils leaving in 2011 attained results that were better than the previous year and in line with those expected nationally for their age. This included English, which was the weaker subject at the last inspection. Current pupils' rates of progress are regularly monitored and action is taken as soon as anyone is seen to be falling behind. The weakness identified in pupils' early writing skills is being effectively tackled by both the introduction of a new programme and by ensuring pupils have longer periods to write about topics that appeal to them. This has raised levels of pupils' confidence. Potentially higher-attaining pupils especially benefit from extra uninterrupted time to review and refine their own writing.

Teaching is now good because teachers consistently include work tailored appropriately to the particular needs of individual pupils and groups within their classes. This was especially evident in two very well-structured lessons observed, one on improper fractions and one on inferring information from pupils' reading.



Information and communication technology (ICT) is effectively used within regular lessons so, for example, some groups who need practice revisit their spelling rules. It is also used to help pupils learn new technical skills and their progress in these skills is assessed. The school has substantially improved its ICT equipment and software and this is making a difference to pupils' achievement on a daily basis and to the information that families access about the school's current curriculum and work to further support them. Teachers' confident use of ICT leads to a lively pace in lessons. Pupils receive clear feedback on their progress, including in the written comments in their books. Time is given for them to review these and to ask any follow-up questions. Those spoken to are well aware of their next target and the steps they have to take to achieve it.

Rooms are bright and the wall displays support learning appropriately. Younger pupils have a lovely environment to explore in their class and outside. They enjoy a good variety of activities. These are carefully designed to include challenges that support their varied reading and writing skills. They have access to a class computer and enjoy using it. Staff diligently assess their ongoing development and progress and have refined their system of recording this information so it is more manageable.

The school continues to be a haven of orderly endeavour and a place where good behaviour is the norm and there is space for reflection, as during the Advent service. All pupils made their Advent promise and listened to those who participated in leading the act of worship. They learn about their responsibilities and all do their bit to keep the school running smoothly. They are encouraged to think about their beliefs. Their attendance is good.

Leadership and management have a strong collective ambition to improve the school further. Leaders work well as a team and have begun to interrogate the available pupil progress data more rigorously to ensure everyone is accountable for the progress of the pupils. They identify accurately where any changes are required in the provision for pupils, including those new to learning English or those with special educational needs and/or disabilities. Teachers are regularly observed by senior staff and act on any suggestions for development. This has led to better-paced lessons and shows the school's improved capacity for improvement.

Systems have been refined to ensure any incidents and accidents are logged and action taken when necessary. Governors are appropriately informed about the school's progress. There is, however, room to increase the detail given to them regarding the progress of the various groups within the school, so they can offer extra support and challenge if any specific issue arises. The school development plan is a useful working document that demonstrates the school's continued drive for improvement. It currently, however, lacks tight enough deadlines. The school has had appropriate external support, for example, with developing the plan for raising attainment.



I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mo Roberts

Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in June 2010

- Promote sustained good progress by pupils of all abilities, particularly in English, ensuring there is good or better teaching in the majority of lessons in all year groups by July 2011 by:
 - ensuring work is matched accurately to the wide range of pupils' abilities and that there is good pace and levels of challenge in all lessons
 - feedback and marking regularly involving pupils in thinking about next steps in learning and how to improve
 - classroom displays being clearly designed to encourage and promote learning.

- Develop manageable systems for observing, assessing and recording children's learning and progress in The Early Years Foundation Stage.

- Ensure pupils have ready access to computers in order to use them to support their learning across the curriculum and establish systems for assessing pupils' progress in the use of information and computer technology.

- Strengthen systems to be used by the school's leadership for improving school for performance by:
 - increasing the range of rigorous checks on classroom practice and their links to academic progress
 - ensuring there are clear systems for lobbying and monitoring significant incidents, actions and decisions, including outcomes from key meetings, in order for them to be followed up and for any emerging patterns to be identified and shared with staff and governors
 - establishing a manageable annual programme of checks and balances to monitor all aspects of the school's work, to include all staff, where relevant, and the governors by September 2010.