

Our Lady of Lourdes Catholic Primary School

Inspection report

Unique reference number	102040
Local authority	Enfield
Inspection number	376661
Inspection dates	30–31 January 2012
Lead inspector	Nick Butt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Jackie Reddington
Headteacher	Declan Meehan
Date of previous school inspection	6 July 2007
School address	The Limes Avenue New Southgate London N11 1RD
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Age group	4–11
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Introduction

Inspection team

Nick Butt

Additional inspector

Melanie Clapton

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 22 lessons taught by eight teachers from the school and two visiting instructors; meetings were held informally with parents, carers and pupils, three members of the governing body, including the Chair, and a wide range of staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation, including self-evaluation documents, strategic plans and other development plans. Inspectors scrutinised 97 questionnaires returned by parents and carers and those returned by staff and pupils.

Information about the school

Our Lady of Lourdes is smaller than the average-sized primary school. Two thirds of the pupils are from a wide range of minority ethnic groups and a very small minority speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is average. The school has met the current national floor standards. The headteacher was appointed in January 2011 and the deputy headteacher in April 2011. The school has the Investors in People award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Our Lady of Lourdes is a good school. Pupils reach significantly above-average standards by the end of Year 6 in English and mathematics, and achieve well. All groups of pupils make good progress, including disabled pupils and those with special educational needs.
- The school has a very caring ethos underpinned by its values that ensures pupils are known as individuals and grow in confidence and maturity. The behaviour and safety of pupils are outstanding. Parents and carers are very positive about how pupils typically behave.
- Children in the Early Years Foundation Stage settle quickly into the routines of the Reception class and achieve well.
- Teaching is good in general, and there are outstanding elements, especially in the quality of relationships in classes and the imaginative use of resources to interest and engage pupils. Occasionally the pace of learning slows because teachers spend too long introducing lessons.
- Creativity and individuality feature particularly in art and in design and technology. At times pupils do not have enough opportunity to shape their own learning through making choices and pursuing their own interests.
- The new leadership team has a clear vision for improvement that is warmly endorsed and actively supported by all staff and the governing body.
- A new tracker system has recently been introduced that is helping staff to track the progress of individual pupils very carefully and intervene promptly if any are at risk of falling behind. Leaders are beginning to gain a greater overview of the progress of different groups of pupils and to look for trends in their achievement.
- The curriculum has a considerable impact on pupils' spiritual, moral, social and cultural development, especially through music and art.

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What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by ensuring that all teaching and learning are at least good or better by:
 - maintaining a brisk pace throughout all lessons so that pupils complete their tasks on time
 - involving pupils more in shaping their own learning, pursuing interests and making considered choices in their work.
- Consolidate the use of assessment information by:
 - developing the school's tracker system to give a greater overview of the progress of different groups of pupils in order to identify trends in progress through rigorous analysis of the data.

Main report

Achievement of pupils

Pupils are excited about learning and participate fully in lessons. They listen attentively to their teachers and work quietly and independently at their tasks. When given the opportunity, they relish a challenge, making choices and thinking of creative solutions to problems. For example, Year 5 pupils enjoyed trying to solve a murder mystery by plotting the pulse of the main characters over time on a line graph. It was clear who the victim was and the time of death, but pupils engaged in vigorous discussion about who the perpetrator might be, based on the pulse of the character they had chosen to pursue. The extent to which pupils are given the opportunity to engage in this kind of imaginative activity varies across the school.

Children join the Reception class with a range of skills and knowledge that are usually in line with expectations. They make good progress because the activities are purposeful and well planned, and they leave the Early Years Foundation Stage with standards that are above average. Standards are, consistently, significantly above average, at the end of both Key Stage 1 and Key Stage 2. Pupils' proficiency in mental mathematics has improved considerably since the introduction of the 'times-tables cup', where they compete to become the school champion. Attainment in reading is high at the end of both key stages because early literacy skills (such as the sounds letters make) are taught well in the Reception class and consolidated in Key Stage 1. In Key Stage 2, pupils develop more advanced reading skills and are enthusiastic about reading.

Pupils usually make good progress from their starting points, with some doing better than this. In 2011, Year 3 pupils made no more than satisfactory progress because of changes in staffing, but additional support is helping those pupils who fell behind to catch up. Disabled pupils and those with special educational needs achieve well

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because the support is tailored to their specific requirements, and a strong team of skilled teaching assistants makes a valuable contribution to their good progress.

The school has identified that boys, while achieving well, do not always attain as well as girls in reading and writing and has adopted measures to raise boys' attainment, such as running intervention groups and purchasing reading books that will appeal to boys. This work is beginning to have a positive impact and the gap in attainment is narrowing. All other groups of pupils, including those known to be eligible for free school meals and those who speak English as an additional language, make good progress. Parents and carers rightly agree that their children achieve well at school.

Quality of teaching

Teachers use technology extremely well to make lessons exciting for pupils and to focus them on their learning. In Year 6, for example, the teacher used mood music and video clips to help pupils describe an idyllic setting. He made clear what features he was looking for to enable them to produce work of high quality. The curriculum has a positive impact on learning because teachers plan the use of learning opportunities effectively to address the full range of pupils' abilities well. Sometimes teachers direct learning too closely and miss opportunities for pupils to make more of their own choices, devise their own steps for success, or pursue their own interests to achieve the learning objective. In the best lessons, learning proceeds at a brisk pace and teachers make clear their high expectations of all pupils, ensuring that they finish tasks on time. For example, Year 1 pupils rose to the challenge of writing factual sentences about bicycles, and some managed to join two sentences together. On rare occasions, teachers spend too long introducing lessons so that there is not enough time for pupils to complete tasks independently.

Teachers give pupils clear guidance about how to improve their writing through making helpful comments in their books. They give pupils opportunities to respond to these and to act upon them. The impact of teaching on pupils' spiritual, moral, social and cultural development is good. Lively discussion and sensitive questioning by teachers enable pupils to reflect upon moral dilemmas and the wider world. Parents and carers justifiably believe that the quality of teaching is good, and comment favourably about their children's enjoyment of lessons.

Behaviour and safety of pupils

Pupils say that behaviour is extremely good over time, and parents and carers agree with them. Pupils' behaviour is outstanding around the school and in lessons, as they put into practice the school's clear values about showing respect for one another. They collaborate enthusiastically and take a full part in the life of the school, for example, as members of the school council. Pupils say that there is no bullying, but are fully aware of the different types of bullying, including cyber-bullying. They have every confidence in staff to help them if they have a concern. Excellent pastoral care ensures those pupils whose circumstances may make them vulnerable feel secure in school. Pupils' understanding of keeping safe is excellent. Year 6 pupils have

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undertaken 'Junior Citizen' training, and know what to do in a range of potentially unsafe situations. Pupils are fully aware of how to be safe when using computers and know about keeping safe on the roads, whether as a pedestrian or a cyclist. They assess risks when going on trips and in the classroom when using tools or carrying out experiments. The school's above-average attendance reflects pupils' enjoyment of their education.

Leadership and management

The headteacher and deputy headteacher complement one another's strengths well and have forged an energetic and enthusiastic team who fully support the school's vision for pupils' successful personal development and achievement. Parents and carers appreciate the dedication and commitment of staff and the way the school is underpinned by its deeply held values. One, speaking for many, said, 'Our Lady of Lourdes is a hard-working school to be proud of and this is reflected in the smiles of the children and staff going into and out of school every day.'

Leaders and managers provide good support to new members of staff and to those taking on subject responsibilities for the first time. Arrangements for teachers to shadow their new roles assist a smooth transition and enable them to make a positive impact from the outset. A clear focus on evaluating the quality of teaching and learning has seen the proportion of good or better teaching rise. All staff are given helpful feedback about how to hone their skills and the school uses professional development well to tackle whole-school initiatives such as moderating writing. Staff are using data increasingly effectively to monitor the progress of pupils with the introduction of a new tracker system this year. However, the focus has been mainly on how individuals are doing, with insufficient reference to the wider picture of how specific groups or cohorts progress over time. The governing body provides a wide range of expertise, both to support and to challenge the school, and is well informed about the standards pupils reach. Members receive less information about progress. They take a keen, strategic view and help to evaluate the impact of the school's longer-term plans.

Regular monitoring ensures that leaders and managers build up a clear picture of the school's strengths and areas for development. Interventions have helped to narrow the gap between the attainment of boys and girls, and enabled individuals to make up lost ground. The school's caring and inclusive approach promotes equality of opportunity well and tackles discrimination robustly. Safeguarding arrangements meet requirements and make a valuable contribution to pupils' safety in school. The school has maintained significantly above-average standards since the last inspection and is well placed to continue to improve further.

The school engages well with parents and carers, who speak highly of its work. The curriculum is broad and balanced and gives pupils opportunities to be creative, particularly in art and design. For example, Year 3 pupils all tackled the challenge of making a model volcano in different ways. The curriculum makes a very strong contribution to pupils' spiritual, moral, social and cultural development, especially

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through music and art. Pupils' singing is of an extremely high quality and Year 3 pupils all learn the cello and viola together. Pupils learn about a wide range of art from different cultures and have a good awareness of global issues. The curriculum is enriched well through visits to places of interest, such as the Houses of Parliament and the Florence Nightingale Museum.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 February 2012

Dear Pupils

Inspection of Our Lady of Lourdes Catholic Primary School, Enfield N11 1RD

Thank you for making us welcome when we visited your school recently and for sharing your views with us. We agree with you that Our Lady of Lourdes is a good school. Here are some of its strengths.

- You make good progress and reach standards in English and mathematics that are significantly above average.
- You find learning enjoyable and say that your teachers make lessons fun.
- Your behaviour is outstanding and you look after one another very well.
- Your attendance is extremely good.
- You have a very good understanding about how to keep safe.
- Your singing is particularly good.
- The school is led and managed well and everybody works very hard to make it even better.
- Children in the Reception class get off to a good start in their education.

There are always things that can be improved. We have asked your school to:

- make sure all lessons run at a brisk pace so that you have enough time to finish your tasks
- involve you more in having choices about your learning and pursuing your interests
- keep a careful check not only on how each of one of you is doing, but also about how different year groups and smaller groups are doing as a whole.

You can help by telling your teachers what you enjoy about learning and making sure you complete your work on time.

With best wishes for the future,

Yours sincerely

Nick Butt
Lead inspector

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