

Our Lady of Lourdes Catholic Primary School

Inspection report

Unique Reference Number	107751
Local authority	Kirklees
Inspection number	377639
Inspection dates	8–9 February 2012
Lead inspector	Kathleen McArthur

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Rev Fr I Smith
Headteacher	Harry Rowan
Date of previous school inspection	24 September 2008
School address	Bradley Boulevard Sheepridge Huddersfield HD2 1EA
Telephone number	01484 310700
Fax number	01484 310707
Email address	office@ourlady@edukirklees.net



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Introduction

Inspection team

Kathleen McArthur
Susan Twaits

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 lessons taught by nine teachers and visited small group sessions. They held meetings with groups of pupils, governors, staff and a representative from the local authority. They heard pupils read and saw additional activities including intervention groups and assemblies. They took account of any responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including improvement plans, school and national data, policies, monitoring records and procedures for the care and protection of pupils (safeguarding). They also analysed responses in the 82 questionnaires received from parents and carers and those completed by pupils and staff.

Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is above average. About one third of pupils are of White British heritage. The largest minority ethnic groups are White and Black Caribbean, African and Caribbean pupils, with an increasing number of pupils of Polish heritage. The proportion of pupils who speak English as an additional language is similar to the national average. The proportion of disabled pupils and those who have special educational needs is above average, and a lower than average proportion has a statement of special educational needs. The school meets the current floor standards set by the government which determine the minimum expectations for attainment and progress.

The school is in a hard federation with St Patrick's Catholic Primary School. The headteacher is executive head of both schools and there is a single governing body. Significant staffing changes since the previous inspection include the appointment of a new deputy headteacher in June 2011. The building has been extensively extended and refurbished and a new Early Years Foundation Stage unit created. The school provides a breakfast club each morning.

The school holds the Food for Life bronze award and has Healthy School status.

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	2
Leadership and management	2

Key Findings

- Our Lady of Lourdes is a good school. The good promotion of spiritual, moral, social and cultural development results in a harmonious community where pupils of all ages and backgrounds behave well and work and play together happily. The school has improved well since the previous inspection, following a turbulent period of staffing disruption and change. This improvement is due to the vision and dedication of the headteacher, shared by all leaders, managers and staff. Pupils feel safe, know the adults care for them, attend regularly and demonstrate keen attitudes and enthusiasm in all they do. They show high levels of respect for others and are always ready to help and contribute to the school community. The very large majority of responses in the parents and carers' questionnaires were very positive, and all agreed that their children are safe.
- Attainment at the end of Year 6 is broadly average and achievement is good. All groups of pupils achieve well in relation to their starting points and capabilities. The new Early Years Foundation Stage unit gives children a good start so they progress well. In Key Stage 1, progress, although accelerating rapidly, is satisfactory after a period when it was not. School data show attainment in Key Stage 1 is rising but not as fast as in Key Stage 2, particularly in reading. The school recognises this. The appointment of a reading specialist is boosting the quality of teaching of reading, but other strategies for teaching letters and their sounds, are not yet fully embedded.
- The proportion of good teaching is rising rapidly and some is outstanding, particularly at Key Stage 2. However, this is not yet consistent in all classes. Good quality information on pupils' progress is used effectively to direct extra help where needed; for example, for disabled pupils and those who have special educational needs and pupils who speak English as an additional language. At times, the progress pupils make slows because teachers talk for too long, do not give clear instructions or match work to pupils' different abilities. Teachers do not always insist that pupils take care with the presentation of their work.

What does the school need to do to improve further?

- Further raise attainment and accelerate progress, particularly at Key Stage 1 by:
 - maintaining the focus on improving teaching and learning so teaching in all classes is always good or better
 - ensuring lessons move along at a good pace, work is always matched closely to pupils' different abilities and tasks are fully explained so pupils know exactly what to do
 - embedding and extending procedures for teaching letters and sounds.
- Raise teachers' expectations for the presentation of pupils' work by
 - implementing a consistent style of handwriting
 - ensuring pupils form number digits correctly.

Main Report

Achievement of pupils

Children enter the Nursery with skills below those typical for their age, most particularly in their personal and social development and communication skills. Good provision in the secure setting ensures they quickly gain in confidence and make good progress in reading, writing, mathematics and personal development. By the end of the Reception class, children's attainment is close to that usually found for their age.

Responses in the vast majority of questionnaires show that parents and carers feel their children achieve well. Inspection findings show that good behaviour and keen enthusiasm support good progress for all groups of pupils. Pupils' progress has been faster in Key Stage 2 than in Key Stage 1, but data evidence now shows clearly that the gap is narrowing. Pupils' work in their books, data held by the school and national data show that attainment is average by the end of Year 6. Observations show that pupils tackle their tasks eagerly and cooperate well with classmates and staff. However, they are not always expected to present their work neatly. In the majority of lessons, good teaching and well-targeted support meet individual learning needs effectively. Small group work ensures that disabled pupils and those who have special educational needs are well supported and any potential barriers to learning are minimised.

Pupils have suitable opportunities to develop skills across the curriculum, using mathematical skills to calculate the weight of food rations and literacy skills to write accounts of the Blitz in the Second World War. Attainment in reading is below average by the end of Year 2. Pupils know each letter sound but often struggle to blend these together and often lack confidence when they meet new words. In response to this, school leaders implemented rigorous staff development. The support of a specialist reading teacher, together with daily letters and sounds practice, regular small group reading sessions and attractive resources are ensuring

reading skills are increasingly well promoted. Reading standards are average by the time pupils leave Year 6 and older pupils enjoy a wide range of books and authors.

Quality of teaching

Teaching is good overall and impacts strongly on pupils' good behaviour and positive attitudes to learning. Observations show that lessons feature well-planned, imaginative activities. Where planning and teaching are at their best, skilful questioning, humour and high levels of challenge stimulate pupils to think hard and deepen their understanding and the impact on progress is significant. Pupils become increasingly independent learners in the older classes. For example, Year 6 pupils worked cooperatively to create exciting openings for a story and made good use of drama when presenting their ideas to the class. Where teaching is less effective, the pace of lessons is slow or teachers talk for too long, then pupils lose concentration and progress slows. The quality of marking, although not entirely consistent, has improved. Pupils appreciate the explicit green and orange marking code and say teacher's written comments help them improve their work, reach their targets and move up to the next level.

Sound curriculum planning ensures writing, mathematics and communication are taught efficiently. Daily activities in letters and sounds are linked to spelling and writing. In the Early Years Foundation Stage, the book corner is popular and nursery children soon recognise their names when they self-register each day. Reception children have many opportunities to write indoors and outside, and love playing word recognition games on the whiteboard, doing the actions and trying to raise their score each day. Although effective steps have improved the teaching of reading, the full range of systematic strategies to teach letters and sounds is not yet fully embedded. Good oral skills ensure pupils explain their ideas well and older pupils enrich their writing with imaginative vocabulary.

Good spiritual, moral, social and cultural development is seen in the happy relationships between pupils and staff, and pupils willingly cooperate and support each other. Year 5 pupils showed real empathy as they studied the poem narrating the last journey of 'the Lady of Shalott' and pupils sat reverently and listened attentively during school assembly.

Behaviour and safety of pupils

The extensive refurbishment and building programme means pupils work and play in a welcoming, spacious and well-maintained learning environment. Rigorous actions since the previous inspection have improved attendance, which is now average and indications are that this is continuing to improve. Good behaviour was observed in all situations, for example when pupils were inside during a wet lunchtime. Staff manage behaviour well so learning is not disrupted. The very large majority of pupils, and their parents and carers, think behaviour is good. A clear code of conduct ensures pupils behave well and treat others with care and consideration. There have been no exclusions or racist incidents and pupils say they feel safe in school because: 'The teachers take care of us'. Although a few parents and carers commented that the school does not always deal with bullying or bad behaviour,

pupils do not see bullying as an issue. Pupils are confident that they will be listened to and can approach any adult if they need help.

The sense of harmony and tolerance is very clear as different pupil groups mix, work and play happily together. Those who attend the breakfast club enjoy a calm start to their day. Pupils care about others and value the 'Buddy system' where older pupils look after the younger ones. They show respect towards the adults, for each other and towards the different lifestyles, cultures and religions represented in the school.

Leadership and management

The high aspirations of leaders, managers and staff for ongoing improvement in all areas successfully brought the school through the difficult period of turbulence. Spiritual, moral, social and cultural development is good with the promotion of equality and pupils' individual needs at the heart of the school's work. There is no discrimination. Leaders and managers' accurate evaluation of school performance is demonstrated in tightly focused plans for improvement and raising attainment, with clear priorities supported by appropriately rigorous actions to realise these. Actions since the previous inspection, including professional development strategies have raised the quality of teaching, boosted attainment at Key Stage 2 and are narrowing the gap in achievement between Key Stage 1 and 2. This shows there is good capacity for further development. Progress is accelerating and standards are rising, although there is more to be done to raise standards in reading at the end of Year 2. Governors' professional expertise, parish and local links and close involvement with the school ensure they present a good level of challenge and informed support. The curriculum is satisfactory and improving. In order to raise attainment, senior leaders focused strongly on boosting literacy and numeracy. A curriculum review is now under way to make learning more meaningful by linking subjects through topics and enrichment activities. Learning French, visits out of school, a wider range of clubs and a residential experience have increased pupils' interest in learning, broadened their experiences and boosted their progress.

Strong working partnerships with the federated school and the local authority mean expertise and good practice are shared. Senior leaders monitor the quality of teaching and learning frequently in the drive to raise the overall quality of teaching. The outcomes form the basis of rigorous professional development and performance management strategies. The school works hard to engage parents and carers and pupils benefit from good relationships between home and school, and comments on the parents and carers' questionnaires were full of praise for staff and the leaders. Arrangements for managing safeguarding meet all current requirements. The site is secure and well maintained, ensuring pupils learn in a safe environment.

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.
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.



10 February 2012

Dear Pupils

**Inspection of Our Lady of Lourdes Catholic Primary School, Huddersfield
HD2 1EA**

The inspectors want to thank you for welcoming us to your school. Everyone we met was very polite, smiling and friendly and well behaved. You were very helpful and told us how much you enjoy school. I was impressed by the play that Year 3 performed in assembly: everyone had learned their words and spoke them so clearly. Your parents and carers told us that they are pleased with the school.

We found that Our Lady of Lourdes is a good school, with good leaders, managers and teachers who care for you well and make sure your lessons are interesting. You told us you feel safe and know the adults will always listen and help you with any problems. There are different clubs after school and you told us how much you enjoy visits out of school, especially to the pantomime at Christmas. You are keen, work hard and reach the right standards for your age when you leave the school but we think children in Key Stage 1 could do better, especially in their reading. We also think you should present your work more carefully.

All schools can improve so we have asked the school leaders to:

- keep working to raise standards and help those of you in Key Stage 1 make faster progress by making sure you are always taught well
- providing lots more work for you on letters and sounds
- make sure you write neatly and form your numbers carefully.

We know you like helping so keep it up and always do your best!

We send you all our very best wishes.

Yours sincerely

Kathleen McArthur
Lead inspector

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