

# Our Lady of Lourdes RC Primary School

Chestnut Drive, Wanstead, London, E11 2TA

## Inspection dates

22–23 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The new headteacher has worked well with other leaders, staff and governors to raise achievement and improve teaching.
- Pupils reach well above average standards in reading, writing and mathematics by the end of Year 2.
- Year 6 pupils reach high standards in reading and mathematics.
- Teaching is good and aspects are increasingly outstanding. Teachers have high expectations of all groups of pupils.
- Children in the early years get off to a good start and achieve well, especially in learning the sounds that letters make (phonics).
- Pupils behave well and feel safe in school. They raise large sums for charity and support the younger children.
- Middle leaders are effective in influencing their areas of responsibility through regular checks on the quality of teaching and learning.
- Governors know the school well and provide a good level of challenge to school leaders.

### It is not yet an outstanding school because

- Pupils' standards in writing are not as high as they are in reading and mathematics by the end of Year 6, especially for boys.
- Teachers' marking does not always show pupils how to improve their work.
- At times, pupils lack initiative in lessons and do not know what to do when they are stuck with their work.

## Information about this inspection

- The inspectors observed learning in 28 lessons, or parts of lessons, including 11 observed jointly with the headteacher, deputy headteacher or assistant headteacher. Inspectors also attended an assembly.
- Members of the inspection team heard pupils read and, with senior leaders, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair and Vice Chair of the Governing Body and one other governor, and to a representative from the local authority.
- The inspectors took account of the 113 responses to the online questionnaire, Parent View. They also spoke informally to parents in the playground.
- The inspectors considered the 11 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

Steve Czornyj

Additional Inspector

Janice Thomas

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group.
- Early years provision is part time in the Nursery and full time in the Reception classes.
- Half of the pupils are from a range of minority ethnic backgrounds. A smaller number speak English as an additional language.
- Just over one tenth of pupils are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority). This is below average.
- Under one tenth of pupils are identified as disabled or with special educational needs. This is below average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school hosts a breakfast club and an after-school club that are privately run and are inspected separately.
- The headteacher joined the school in April 2014, following a long period when the school did not have a permanent headteacher.
- The school's leaders support leadership and teaching in other local schools.

### What does the school need to do to improve further?

- Make teaching and pupils' achievement outstanding by:
  - raising all pupils' standards in writing to the same high levels as they are in reading and mathematics
  - making sure that teachers' marking is of consistently high quality across the school, particularly in the way it shows pupils how to improve their work

## Inspection judgements

### The leadership and management are good

- Following the previous inspection, there was instability in the leadership of the school as it was without a permanent headteacher for some time. However, existing leaders rose to the occasion and successfully maintained the school's high standards and many of the strengths in teaching. Throughout this period, the school kept its rich Catholic culture, and pupils were nurtured as individuals and supported in giving of their best.
- The new headteacher is building effectively on the solid foundation he has taken on. Staff have developed their skills under the strong leadership of teaching and they are encouraged to share best practice by visiting one another's classrooms. Their performance is managed carefully, and staff only receive a pay rise if they fully meet challenging targets for improvement.
- The pupil premium is spent effectively. There has been good targeted support, for example in mathematics, which has helped to close gaps in attainment.
- The school ensures that all pupils are included in activities, such as clubs, music lessons and visits, whatever their backgrounds or circumstances. It promotes equality of opportunity very well and fosters good relations with parents, the community and other agencies. Discrimination of any kind is not tolerated.
- Middle leaders are confident in their roles and are effective in bringing about improvement in their areas. They regularly check the quality of teaching in lessons and the work in pupils' books, and scrutinise data about pupils' progress.
- A broad range of subjects is effective in giving pupils a balanced education. Displays around the school celebrate pupils' achievements and create an attractive place in which to learn. The school promotes pupils' spiritual, moral, social and cultural understanding very well.
- Pupils know the difference between right and wrong and respect one another. They know and understand that they have responsibilities as well as rights. While pupils embrace the school's Catholic values, they also celebrate a diversity of different cultures and have links with a local Jewish school. They have a good understanding of British values, such as a sense of fair play, and are prepared well for life in modern Britain.
- The local authority has supported the school well, especially during the extended period when it did not have a permanent headteacher.
- The primary physical education and sport premium is spent effectively on extra sports clubs and specialist teachers. These specialists not only coach pupils and kindle their enthusiasm for sport, but also train class teachers, for example in dance, so that they can become confident in teaching these activities themselves.
- The school's safeguarding arrangements meet requirements and are effective in keeping pupils safe.
- **The governance of the school:**
  - Governance is effective; governors have a wealth of experience and expertise. They have a good understanding of the performance of pupils and how this compares with that seen in other schools nationally. They know the school's strengths and weaknesses are very supportive of staff and hold leaders to account well. They know what the school is doing to reward good teaching and how it would tackle any underperformance. Governors take a keen interest in the way that teachers' performance is managed and know about the quality of teaching. They visit regularly to find out for themselves what is going on and to evaluate progress against the school's priorities for improvement.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They behave very well in class and around the school. Pupils know the way the school rewards good behaviour and the consequences when their behaviour falls short.
- Members of the school council, the school's 'ambassadors', are active in raising funds to improve aspects of school life, such as by providing additional tablet computers for their classrooms and play equipment for lunch times. They also organise charitable giving, raising funds for medical and catholic charities, and support a partner school in Zambia.
- Pupils take responsibility as 'Early Years Shepherds', to support younger children at lunch times, and as 'Guardian Angels', to help children with particular needs.
- Attendance is above average; pupils genuinely enjoy coming to school.

- While pupils have positive attitudes to learning, some do not show initiative when tackling problems in class or have the motivation to help themselves when they get stuck with their work.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils said that bullying is not a problem, although they admitted that there can be occasional name-calling during a lively game. Pupils have a good understanding of different types of bullying, including cyber bullying.
- Parents agree that pupils are safe and happy in school. Pupils know how to keep safe, for example when cycling and when using the London Underground.
- Pupils are involved in drawing up risk assessments, for example when they go on a visit to France. They encourage one another to be safe on the playground, for example when playing running games.

### The quality of teaching

is good

- Teachers have high expectations and make clear to pupils what they are going to learn. They involve pupils in assessing the quality of their own work and the work of their classmates. This gives pupils a clear idea about how they are doing.
- Classes are well organised and pupils sustain concentration over extended periods of time. Teachers are adept at picking up misconceptions and dealing with them straight away. A focus on using the correct vocabulary means pupils gain good knowledge and understanding in subjects such as science and music.
- Specialist teachers enable pupils to learn specific skills such as physical education and art. For example, during the inspection, Year 2 pupils were learning how to use charcoal properly.
- Teachers use what they already know about pupils' knowledge and skill to set work at the right level for them. Pupils are encouraged to think deeply about their learning as a result of probing questioning.
- The impact of teaching upon pupils' reading is sometimes outstanding because teachers share their own love of reading with pupils. Pupils read a wide range of books and often choose to read at break times. Older pupils learn more sophisticated reading skills, such as inference and deduction, so that they can analyse texts proficiently.
- The teaching of writing has been improving over time, particularly in encouraging boys to write well. The school knows that more needs to be done to bring the boys up to the same standard as the girls.
- In mathematics, the school's clear policy on calculation means that pupils learn mathematical skills one step at a time. Teachers make sure that pupils apply their knowledge in solving practical problems and are quick to fill any gaps in their understanding that emerge.
- High levels of challenge ensure that all pupils, including the most able, do as well as they can. Teachers regularly mark pupils' work and give them helpful feedback. While this is mostly effective, some marking simply lists the aims of the lesson, which pupils already know. In some cases, suggestions for improvement do not target pupils' individual needs, which mean that they have limited impact in moving their learning forward.

### The achievement of pupils

is good

- Children join the Nursery with levels of knowledge and skill above what are typical for their age, although some have difficulties with language and social skills. They make good progress in the early years because staff identify children's needs promptly and make sure they are fully met.
- Pupils continue to achieve well in Key Stage 1. Phonics is taught systematically from Nursery so that pupils quickly become confident readers. In the 2014 Year 1 phonics check, a high proportion of pupils met the required standard. By the end of Year 2, pupils' standards were well above average in 2014 in reading, writing and mathematics. This continues the trend of several years.
- Pupils achieve well in Key Stage 2, especially in reading and mathematics. However, while pupils make good progress in writing, their standards by the end of Year 6 are not as high in writing as they are in reading and mathematics. In particular, boys do not do as well as girls.
- The progress of pupils supported by the pupil premium is good. However, there remain some gaps in attainment between eligible pupils and the others, although these are closing. In 2014, eligible pupils were around a year behind the others in the school in reading, writing and mathematics by the end of Year 6. This group of pupils made up only a small proportion of the year group and some also had additional

needs.

- In 2014, there was no gap in attainment between pupils eligible for the pupil premium and others nationally in mathematics by the end of Year 6; they were just over one-and-a-half terms behind the others nationally in reading and two-and-a-half terms behind them in writing.
- The school meets the needs of the few disabled pupils and those with special educational needs in lessons through good teaching. In addition, extra support in reading is having a positive impact. Pupils' needs are identified early and this enables the right support to be given to them so that they do well.
- Pupils from different minority ethnic groups, including those who speak English as an additional language, achieve as well as the other pupils, because teaching is consistently good and meets their needs.
- The most able pupils mainly reach the higher levels of attainment, especially in mathematics and reading. In 2014, almost one fifth of Year 6 pupils gained the highest Level 6 in mathematics. In writing, while a greater proportion than average reached the higher Level 5, this was not as good a result as in reading and mathematics.
- Leaders have made writing a focus for improvement and pupils have plenty of opportunities to write at length in most subjects. In most, but not all, lessons pupils receive clear guidance about what they are doing well and how they can improve their writing.
- The reason pupils continue to do so well in mathematics is because teachers have strong subject knowledge, challenge pupils well and give pupils clear guidance about what they should do next.
- Reading has always been strength of the school. Pupils have a love of reading and use a wide range of approaches to tackle new words. In each classroom, an attractive book area stimulates reading and pupils talk enthusiastically about the authors they enjoy.

### The early years provision

is good

- Children are motivated and eager to learn in the early years because they have exciting experiences. During the inspection, children clearly enjoyed the pirate role-play area, which was complete with costumes and hooks. They wrote letters in a bottle, asking for help.
- Children enjoy their learning and achieve well. They settle quickly because staff visit them at home and there are good arrangements for them to get to know the Nursery before they start.
- Teaching is good and ensures pupils have a clear understanding of phonics. Children are known well as individuals and given effective support to help them make good progress. They behave well in the early years and show one another respect.
- The early years leader knows the strengths and weaknesses of the provision well. There are strong partnerships with parents and staff make sure that children are safe and understand about managing risks, such as those present when using tools.
- While the early years team has a very good grasp of how individual children are getting on, it is less confident about giving an account of the progress of particular groups or the cohort as a whole.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102843
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	453246

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Elgin
<b>Headteacher</b>	Edward Cottle
<b>Date of previous school inspection</b>	12 March 2009
<b>Telephone number</b>	020 8989 9521
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