

Tribal  
Kings Orchard,  
One Queen Street,  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01173115246  
**Direct F** 01173150430  
**Direct email:** Sara.Whalley@Tribalgroup.com



6 May 2015

Jennifer Walker  
Principal  
Our Lady of Lourdes Catholic Primary School, Witney  
Curbridge Road  
Witney  
OX28 5JZ

Dear Mrs Walker

### **Requires improvement: monitoring inspection visit to Our Lady of Lourdes Catholic Primary School, Witney**

Following my visit to your school on 6 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure all teachers understand exactly what is expected of them to improve the quality of teaching
- set more ambitious targets to raise pupils' achievement, including in the early years, and improve pupils' attendance
- ensure teachers' checks on pupils' learning, including children in Reception, are used effectively to help pupils make better progress.

### **Evidence**

During the inspection, I met with you, other senior leaders, governors and a representative of the Dominic Barberi multi-academy company to discuss the actions taken since the last inspection. I met with some pupils and visited classes with you. I evaluated the school's plan for improvement and a range of documents.

## **Context**

A class teacher with responsibility for special educational needs has returned to work on a part-time basis following an extended period of absence.

## **Main findings**

You know what needs to improve and have not wasted any time in making some necessary changes. Rightly, securing consistently good teaching and learning is your priority and you have raised teachers' expectations of what pupils will achieve in lessons. As a result, pupils are making better progress in reading, writing and mathematics. Pupils' attendance has increased and is in line with the national average. This is because the school has worked well with some families to address poor attendance. Pupils are aware of the importance of coming to school every day and want to receive attendance awards.

Improvements in achievement are variable across classes, however, because not all teachers are clear enough about what is expected of them. For example, teachers know that they need to carry out checks on pupils' learning during lessons and use this to adapt their teaching to enable pupils to make better progress. Some teachers have found effective ways to do this but these methods have not been shared between all staff. As a result, some teachers are not yet using consistent, successful approaches that will enable all pupils to make better progress.

Since the inspection, you have correctly identified the need to further improve children's learning in the Early Years Foundation Stage and have adapted the plan to do this. Reception class staff are working hard to meet children's range of abilities. Nevertheless, not enough use is made of the checks on children's learning to plan challenging activities, particularly those that are not led by an adult. Because of this, some opportunities for children to learn are wasted.

The school's plan sets out clearly how leaders will address each of the areas for improvement. The plan contains well-defined milestones that show how the improvements will be evaluated, although the timings of actions are not mapped out carefully enough. Importantly, your plan is focused on delivering better outcomes for pupils. However, the targets to improve pupils' achievement are not sufficiently challenging given increased national expectations. Targets to improve reading, writing and mathematics are not ambitious enough and do not include expectations of children's achievement in the Reception class. The target set for attendance is below the national average and is not high enough.

Governors are ambitious for the academy and are firmly focused on securing improvements in teaching and learning. Governors hold leaders to account well. They check that leaders have had a positive impact on pupils' learning by looking carefully at data about pupils' achievement. They know that the key to success is to

make sure that all pupils have access to high quality teaching. Because of this, they have sought to make sure that leaders' judgements about the quality of teaching are accurate.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

You have made good use of the expertise in other schools that are performing well to inform your improvement planning. Leaders and governors visited a local school to find out how they had improved reading. Leaders are working with the other academies in the multi-academy company to develop a uniform approach to checking pupils' learning. You have sought the advice of the local authority to evaluate teaching and learning in the Early Years Foundation Stage.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Oxfordshire, the Diocesan Education Service and the Director of the Dominic Barberi Multi-Academy Company.

Yours sincerely

Caroline Dulon  
**Her Majesty's Inspector**