

Our Lady of Lourdes Catholic Primary School

Lock Lane, Partington, Manchester M31 4PJ

Inspection dates

10–11 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' expectations for pupils' behaviour are not high enough. They do not ensure that behaviour is consistently good across the school and at all times during the school day.
- Pupils' personal development, behaviour and welfare, particularly in key stage 2, require improvement because behaviour at lunchtime in particular is not of the same good standard as in most lessons.
- Leaders and governors do not have an accurate understanding of the quality of education at the school with regard to behaviour. Although they collect pupils' views, they do not ensure that actions to improve behaviour are effective.
- The curriculum does not contribute well enough to improving pupils' behaviour and not enough is done by leaders to promote a positive school culture. Key stage 2 pupils, in particular, say that derogatory language is heard regularly and there are instances of name-calling and bullying.
- There are weaknesses in the school's work to promote pupils' spiritual, moral, social and cultural development.
- Some older pupils say that the school's system to manage behaviour is not effective.
- Overall pupils' attendance is below average.

The school has the following strengths

- The quality of teaching is good and improving. As a result, pupils overall and groups of pupils are making good progress from their various starting points. These groups include the most-able pupils and the disadvantaged, in particular. Progress is especially good in writing.
- Children in the early years make good progress, behave well and, by the end of Reception, have the skills and knowledge which ensure that they are ready to start Year 1.
- Leaders' and governors' actions to train staff and check on the progress their pupils make have been effective in improving standards.

Full report

What does the school need to do to improve further?

- Improve the impact of leadership and management on pupils' personal development, behaviour and welfare by:
 - setting and communicating higher expectations of pupils' behaviour and ensuring that pupils behave well at all times, particularly at lunchtime
 - reducing the incidence of derogatory language from pupils and incidents of bullying
 - evaluating the behaviour policy to make its implementation more effective
 - training all staff to manage pupils' behaviour well
 - listening more carefully to pupils' views about behaviour, acting upon them and then checking that actions taken have been effective
 - ensuring that work within the curriculum to promote pupils' spiritual, moral, social and cultural development is fully effective.

- Increase pupils' overall attendance at school and reduce persistent absence by:
 - setting more ambitious targets for pupils' attendance
 - more rigorous evaluation of which strategies are effective in improving attendance.

Inspection judgements

Effectiveness of leadership and management **requires improvement**

- Leaders and managers are not ambitious enough in their expectations of pupils' behaviour. Although behaviour in most classes is conducive to good learning, leaders have not done enough to ensure that good behaviour is evident at all times of the day, and especially at lunchtimes.
- Not enough is done to prevent prejudiced behaviour or language occurring outside of the classroom. The school's equality policy is out of date and the school has not published equality objectives in line with the public sector equality duty.
- Leaders are not rigorous enough in evaluating the evidence they have about pupils' behaviour. School records show regular incidents of misbehaviour and, although many are dealt with effectively, the incidence is too high. A significant minority of pupils, particularly in key stage 2, say that behaviour is not consistently good in their opinion.
- The curriculum is broad and balanced and the full range of subjects is studied by pupils. They say they enjoy their lessons and taking part in extra-curricular activities, including as members of school teams. The curriculum is enriched through educational visits and through lessons for all pupils to learn to speak French. In addition, in science, pupils' scientific skills and their understanding of concepts are developed through a good range of topics.
- Although broad and balanced, the curriculum is not effective enough in teaching pupils about what kind of language and behaviour is unacceptable. Pupils say that some derogatory language is used, but that they do not always report it to staff. Not all pupils fully appreciate that such language is inappropriate and should be reported to a staff member so it can be dealt with.
- Work to promote pupils' spiritual, moral, social and cultural development is clearly evident in pupils' work and pupils learn about other cultures and religions, for example. However, the positive attitudes which are shown in their written work are not always evident in their behaviour, particularly at lunchtime.
- The school works to prepare pupils for life in modern Britain through the promotion of British values in a range of lessons and activities. For example, Year 6 pupils have learned about democracy and contrasted this with communism. Year 6 pupils have recently suggested that there should be a head girl and head boy in school and that they should be elected by the pupils. Leaders have agreed to hold elections very soon, so pupils can experience how democracy works. Pupils in Year 5 have visited a museum and learned about slavery and human rights. Their written work reflects how they have empathised with people whose human rights have not been respected.
- Leaders and governors have been successful in improving learning outcomes for pupils since the last inspection. Training for staff in the teaching of reading and writing in particular has been effective and pupils are making good progress in these subjects as a result.
- Regular and effective checks are made by leaders and governors to hold teachers to account and to ensure that pupils make good progress in learning. The progress and attainment of different pupil groups are carefully evaluated and this ensures that all groups of pupils make good progress.
- Additional funding for disadvantaged pupils is used wisely and progress for this group is good. Attainment for disadvantaged pupils and other pupils in school is almost the same.
- The physical education (PE) and sports funding is used effectively to raise the quality of teaching, particularly in gymnastics and dance. Teachers in school have worked alongside a PE specialist to develop their skills. In addition, the funding is used to extend the range of sports on offer, particularly through extra-curricular activities. Pupils understand the elements of a healthy lifestyle and show positive attitudes to sport. All pupils are involved in sporting activities at lunchtimes on a rota basis. Although most welcome this, a minority would like to try different sports than those on offer and some pupils would like to take part in other activities which are not sport-related.
- **The governance of the school**
 - Governance is improving and is effective in supporting and challenging the school to raise standards and increase pupils' progress. Since the last inspection, there has been a review of governance and this has increased challenge from governors. Governors say that they are better equipped to ask questions and, as a result, to evaluate which actions are helping the school to improve. Governors receive comprehensive information from the headteacher which helps them to hold leaders to account for the progress that pupils make. Governors are aware of the next steps the school needs to take to

improve pupils' progress in mathematics and to increase the overall attendance percentage.

- Governors have spoken to pupils from the school council about pupils' behaviour and some changes were made to lunchtime arrangements as a result of this discussion. Governors acknowledge that further discussion with pupils would be useful to help them to evaluate the effectiveness of those arrangements and to provide information to guide further improvement, particularly with regard to improving pupils' behaviour at lunchtime.
- The arrangements for safeguarding are effective and, despite raising some concerns about the behaviour of some pupils, most pupils say that they feel safe in school. Statutory requirements are met and staff are appropriately trained. Recruitment checks are undertaken and visitors vetted on arrival at the school. Members of the school staff work closely with parents, especially the family support worker, and families are most appreciative of this work. Where appropriate, the school puts families in touch with other agencies and professionals to give them additional support.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the last inspection and is good. In particular, new strategies to improve pupils' reading and writing are most effective. Pupils' writing seen in books is of a good standard and pupils are able to write for various purposes. Teachers communicate their expectations well so that pupils know what to include in their work to be successful. In one session seen by an inspector, the teacher encouraged pupils to use similes to improve their descriptive writing, such as 'as wrinkly as an ancient mummy'.
- Young pupils are developing their reading skills well through good teaching in phonics (letters and the sounds that they make). Pupils use their phonics skills accurately to read and spell words and to identify real and nonsense words. Pupils in Year 2 who read to an inspector did so with confidence and accuracy.
- In mathematics, pupils show a good understanding of a range of strategies and these are taught well by teachers. Across the school, pupils are confident in using mathematical methods and strategies as the result of regular practice. Opportunities to use and apply these strategies in problem-solving activities are less frequent. However, when pupils do have to apply their skills they show good levels of enjoyment and concentration. For example, pupils in Year 5 were observed using their multiplication skills to work out answers in a game to collect four answers in a row, while at the same time blocking their opponent from achieving the same goal.
- Teachers use assessment information well to plan activities at an appropriate level for pupils. This means that pupils can be grouped in different ways in different subjects so that they attempt work that is at an appropriate level to build upon their prior knowledge and skills.
- Teachers set clear targets for pupils based on assessment information about pupils' knowledge and skills. Such targets are shared with pupils and kept to hand to provide a reminder of what they are working towards. Senior leaders and staff have worked hard to create an effective system that clearly assesses what pupils know and can do and which measures and tracks their progress. Work to further challenge the most-able pupils has resulted in more working at above-average standards than was the case last year, especially in key stage 1.
- Work in pupils' books shows that they study a variety of interesting topics and, in particular, in upper key stage 2 they have good opportunities to study other countries and undertake map work. Also, pupils have good opportunities to develop their writing skills through a range of subjects.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The school keeps meticulous records of concerns about behaviour and adults strive to resolve these by working closely with pupils and with their families, where necessary. However, despite this, there are still regular instances of misbehaviour, particularly at lunchtime.
- The school recognises the need to support pupils' physical and emotional well-being and there are effective systems in place to do this, such as the boxes in school where pupils post notes which begin 'I need you to know...' School records show that pupils use these to share concerns with staff and they are followed up. Pupils appreciate this support and take the opportunity to talk to staff about their worries

and concerns. However, despite this support, the physical and emotional well-being of a minority is sometimes adversely affected by the behaviour of some pupils.

- Pupils understand the types of behaviour required to learn in lessons and show confidence in themselves as learners. Good attitudes are shown in most classes and pupils want to learn and make progress.
- Pupils can clearly explain what they have to do to keep themselves safe on the internet. They understand that it is important to keep personal details secure and to speak to an adult if they have any worries.
- Pupils understand the different forms of bullying such as cyber bullying and would report this to an adult if it happened to them.
- Despite concerns raised by some pupils about misbehaviour and bullying, the majority of pupils spoken to said that they felt safe in school.

Behaviour

- The behaviour of pupils requires improvement. School records show that behaviour is not consistently good. The good behaviour seen in most lessons is not always in evidence outside the classroom. Pupils in key stage 2 in particular say that behaviour is not always good, particularly at lunchtimes. They say that some of the incidents involve bullying which is of a verbal or physical nature. Pupils say that behaviour in lessons is much better and any small issues are quickly resolved. They say that issues are not resolved at lunchtimes as effectively as in class.
- Pupils report that derogatory language is heard regularly and is dealt with when reported. Pupils say that they do not always report instances of derogatory language to staff. Racist language is infrequent and pupils say that this is taken very seriously by staff.
- When asked by an inspector, about a third of Year 6 pupils said that they did not feel that the school's behaviour system was effective in ensuring that pupils behave well.
- Pupils do not always move around the building calmly, such as in corridors and in the hall at lunchtime, when some children were seen running to take their place at the table, having collected their packed lunch.
- School staff work closely with families to improve pupils' attendance and reduce persistent absence. There has been a considerable improvement in the attendance percentage compared with last year, but the overall attendance percentage remains below average when compared with schools nationally.

Outcomes for pupils

are good

- In 2015, Year 2 pupils achieved broadly average standards in reading, writing and mathematics. From below average starting points on entry to key stage 1 this represents good progress.
- By the end of Year 6, pupils achieved broadly average standards in 2015. The percentage of pupils that achieved the expected standard (Level 4 or above) in the national tests in reading and mathematics and in teachers' assessment of writing was a little above the national figure. This ensured that pupils were well prepared for their next stage of education. Pupils' attainment was slightly better in reading and writing compared with mathematics.
- The progress that pupils made from key stage 1 to key stage 2 in reading and writing in 2015 was greater than in most schools nationally. Progress in writing was excellent, with all pupils making the progress expected of them and about three quarters making greater progress than this. In mathematics, all pupils made the progress expected of them, but a smaller proportion made greater progress than this compared with most schools nationally.
- The percentage of pupils that achieve the required standard in the Year 1 phonics screening test has been rising for three years and is above average.
- Disadvantaged pupils achieve well. The progress from key stage 1 to key stage 2 for disadvantaged Year 6 pupils last academic year was greater than for other pupils in most schools nationally. Currently, in most year groups the attainment of disadvantaged pupils is similar to that of other pupils. Where this is not the case, leaders are working successfully to close the gap.
- A smaller proportion of most-able pupils achieved above-average standards in 2015 than was the case in most schools in reading, writing and mathematics at the end of key stage 1 and in mathematics at the end of key stage 2. School data shows that standards for this group are rising; more so in key stage 1 than in key stage 2.
- School checks on how well the two gender groups are achieving show that boys are making as good progress as girls and better progress in some year groups.

- Pupils who need to catch up or those who have special educational needs or disability achieve well, having made good progress from their various starting points.

Early years provision

is good

- Children make a good start to their education in the early years as the result of good teaching and learning. In 2015, the percentage of children that reached the good level of development (the skills and knowledge needed to be well prepared for Year 1) was broadly average. This represents good progress from starting points which were below and well below those typical for children of that age, particularly in communication and language.
- The effectiveness of leadership and management of the early years is good. The team of staff is well managed and activities meet the needs of the children. Children's achievements are carefully assessed and tracked to ensure that they make good progress. The leader has worked hard with staff to ensure that various groups of children achieve well, such as boys and disadvantaged children. The funding to support disadvantaged children has been spent wisely and all children in this group are making good progress.
- Effective use is made of the outdoor area, in particular, to develop children's physical skills, such as on wheeled toys and climbing equipment. Several children enthusiastically demonstrated their agility to an inspector, showing how well they could climb up a climbing wall and down a pole. In addition, outside there are some good activities to develop children's reading and writing skills.
- Skilful questioning by adults helps children to learn well and extends their vocabulary. For example, the Nursery children were seen examining a stone and asked if it felt 'smooth or gritty'. When one child said 'gritty', the teacher asked 'What do you mean?' and the child said 'sandy'.
- Children are cared for well. Staff speak to children kindly and encourage them to take turns and to share. Children are happy and settled and behave well.
- The school works closely with parents to help them to support their children's learning. 'Stay and play' sessions have been warmly received by parents and comments on display show that parents have been delighted with the opportunity to work with their children in the school setting.

School details

Unique reference number	106346
Local authority	Trafford
Inspection number	10012110

This inspection 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	219
Appropriate authority	The governing body
Chair	Mary Bowden
Headteacher	Paul Gibbons
Telephone number	0161 775 2847
Website	www.ourladyoflourdes-primary.trafford.sch.uk
Email address	lol.pgibbons@traffordlearning.org
Date of previous inspection	28–29 January 2014

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals and children looked after) is above average.
- The proportion of pupils who have special educational needs or disability is above average.
- Most pupils are of White British heritage and only a few pupils speak English as an additional language.
- The school met the government's 2015 floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club every morning.
- The school meets the requirements on the publication of specified information on its website.
- There have been some staff changes and absence this academic year and, at the time of the inspection, two classes had temporary teachers.

Information about this inspection

- The inspectors gathered a range of evidence from the school's documentation, assessment information relating to pupils' progress and attainment, work in pupils' books and observing in lessons. Documents examined included safeguarding records, the school's self-evaluation, improvement plans and school policies.
- Inspectors observed teaching and learning across a range of lessons, year groups and subjects, and two of these observations were made jointly by the lead inspector with the headteacher. In addition, the lead inspector observed the headteacher giving feedback to staff.
- The teaching of phonics and reading was observed and one inspector heard some key stage 1 pupils read.
- Inspectors talked to pupils informally at break and lunchtime while observing their activities. In addition, inspectors talked to larger groups of pupils and to all pupils present in three key stage 2 classes and one key stage 1 class. These discussions ascertained pupils' views about the school and, in particular, focused on what behaviour is typically like in school.
- Meetings were held with a representative from the local authority and with two members of the governing body. In addition, there was a discussion with the chair of the governing body by telephone. Meetings were also held with the headteacher, senior leaders, teachers and some subject leaders.
- Inspectors could not take account of responses to the online questionnaire Parent View as there were too few responses to view. However, written responses from four parents were considered. Also, one inspector talked to a group of five parents at the start of the school day.
- No online questionnaires were completed by pupils or by school staff.

Inspection team

Andrée Coleman, lead inspector

Ofsted Inspector

Doreen Davenport

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

