

Our Lady of Lourdes RC Primary School

Wesley Road, London NW10 8PP

Inspection dates	6–7 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
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 good school

- Determined leadership and a challenging governing body have created a culture where all pupils are expected to be their very best.
- Since the previous inspection, leaders have made sure that pupils' outcomes in reading and writing have improved. Standards in writing are particularly high.
- Senior leaders regularly monitor the performance of pupils' progress, attainment and the quality of teaching. They act quickly to address any underperformance and provide training and support to improve teaching.
- Teaching, learning and assessment are good. As a result, current pupils in all year groups make good progress.
- Leaders, managers and teachers keep a watchful eye on pupils' welfare and safety. Pupils know how to keep themselves safe and appreciate the school's supportive environment.
- Governors have a secure understanding of the school and how well pupils perform academically. They make a very strong contribution to the development of the school.
- Leadership and the quality of teaching in the early years provision are strong. Children get off to a good start. They make good progress and are ready for the challenges in Year 1 when they leave the Reception year.
- Behaviour in lessons and around the school is good. Pupils display high levels of care and respect for one another.
- The school develops pupils' spiritual, moral, social and cultural understanding very well.
- The provision for pupils' personal development and well-being is outstanding. Pupils have a strong sense of responsibility and many take on leadership roles diligently.

It is not yet an outstanding school because

- The proportion of pupils who are persistently absent is above the national average, particularly the proportion of disadvantaged pupils.
- Pupils' attainment in mathematics at the end of Year 6 is not as high as in literacy because work is not consistently challenging for the most able.
- Pupils' progress is not substantial across all year groups and in all subjects. Where this is the case, work does not stretch pupils enough; therefore they do not make the same sustained progress as others.

Full report

What does the school need to do to improve further?

- Reduce the proportion of pupils who are persistently absent from school, and the proportion of disadvantaged pupils in particular.

- Ensure that an increased proportion of pupils work at, and above, age-related expectations by:
 - improving the quality of teaching to provide stretching tasks so that pupils make exceptional gains in their knowledge, understanding and skills across all subjects
 - making sure that the most able pupils are set demanding tasks in mathematics, particularly in key stage 2.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has high expectations of the pupils and a clear vision for the school's continuing success. Her determination to move the school forward is fired by a passion to help all pupils, regardless of background or abilities. Staff and governors fully support her ambition and, consequently, all aspects of the school's work are now at least good and improving.
- The effectiveness of leadership and management at all levels, including governance, is the driving force in addressing the issues from the previous inspection report. Leaders have secured better teaching and raised pupils' attainment, particularly in reading and writing. As a result, standards have risen.
- The local authority has worked closely with the school and provided good-quality support to help bring about improvements.
- The headteacher is ably supported by the deputy headteacher and they have successfully fostered an ambitious culture among staff and parents and carers. Pupils aspire to be the best they can.
- There are robust systems to monitor the quality of teaching. Leaders set targets for teachers, which clearly outline how well pupils should be doing. By observing teaching, and regularly checking the work in pupils' books, leaders give sound advice to teachers on how to improve their practice. Varied training opportunities, coupled with teachers' enthusiasm to embrace change, have improved teaching quality considerably since the previous inspection.
- Parents value the commitment and dedication of staff. They are confident that pupils are happy at school and feel safe. Parents appreciate the communication they receive regularly from the school, through newsletters and online news feeds.
- Pupils' spiritual, moral, social and cultural development is very well catered for. Pupils are well prepared for life in modern Britain and respect different faiths and cultural diversity. Pupils are encouraged to participate in community life, for example by supporting a local food bank.
- The school's promotion of equality and British values is a strength. This is demonstrated in weekly awards given to pupils who model the school's vision and values. For example, a display shows a photograph of a pupil accepting an equality award, together with a written comment, stating: 'I was awarded the equality badge because I treat everyone fairly and equally. I am always kind to my classmates and teachers.'
- The school's broad curriculum is enriched by art, music, Spanish, computing and the many educational outings the school provides. The relentless focus on applying reading and writing skills across a range of subjects brings learning to life through the themes pupils study. The richness of the content is central to the school's ambition to inspire pupils. As a result, the curriculum makes a significant contribution to the improvements in pupils' attainment and progress and it also supports positive attitudes to learning.
- The physical education and sport premium funding for primary schools is used appropriately to increase access to sport for pupils. Qualified sport coaches support teachers' planning of physical education lessons. Sporting activities are popular with the pupils.
- Leaders use pupil premium funding to make swift changes when pupils' progress is slow. This has a strong effect on closing in-school gaps in performance between disadvantaged pupils and other pupils. In some subjects and in some year groups, disadvantaged pupils outperform others.
- Leaders and middle managers systematically monitor how well pupils are doing. They are uncompromising in their work to ensure that pupils reach the expected standards in all subjects and that the support provided carefully matches the needs of individuals. As a result, leaders have improved pupils' outcomes in reading and writing. They have not been as effective in securing the same strong improvements to pupils' outcomes in mathematics.
- **The governance of the school**
 - Governors are ambitious for the school to be a place of educational excellence that serves the local community. Therefore they monitor all aspects of school's work rigorously.
 - Governors are very proactive. They regularly update their skills and knowledge by attending training courses and receiving presentations from middle leaders. This, together with information on pupils' outcomes, allows them to have an accurate picture of the school so that they can hold school leaders to account effectively. Records from meetings confirm this.
 - Governors keep a close watch on how finance is managed. They know that the outcomes of disadvantaged pupils are good. Similarly, governors check that the primary sport premium provides opportunities for pupils to take part and enjoy sport.

- The arrangements for safeguarding are effective. Leaders, including governors, check that all members of staff and volunteers are suitable to work with children and provide appropriate training to help them care for pupils. The school's site is secure. There are strong links with external services and other agencies to make sure individual pupils and their families are supported and safe.

Quality of teaching, learning and assessment is good

- Since the previous inspection, leaders have wasted no time in helping teachers develop their teaching skills. Consequently, the quality of teaching, learning and assessment is good throughout the school, enabling pupils to make good gains in their learning.
- Reading is taught well. The effective teaching of phonics (letters and the sounds that they make) in early years and key stage 1 creates building blocks for pupils' early reading skills.
- The quality of pupils' writing is high because it has been an area of whole-school development. There are opportunities for pupils to write longer pieces of work and extend their writing skills, for example through writing regularly in science and history.
- The drive is evident to link activities to carefully selected themes to engage the interest and raise the attainment of boys, particularly in reading and writing.
- Teachers have good subject knowledge and engage pupils well through interesting tasks and appropriate questioning that stimulates enquiry. Pupils typically say that they like their learning because, 'teachers plan fun lessons and homework helps us to learn'.
- Teachers ensure that they explain new learning clearly. They check pupils' understanding by enabling them to take an active part in lessons. For example, in Nursery, the teacher explained the story of 'The good Samaritan', and asked the children to discuss how they could help others. This ignited much interest from the children, as they used good communication skills to suggest ways they could assist their friends.
- Teachers' high expectations of pupils have a positive impact on outcomes. For example, in a Year 6 information and computer technology lesson, pupils were enthused by developing their own website. They provided secure arguments for and against copyright when using the internet.
- Teaching assistants work effectively with pupils, particularly those who have special educational needs and/or disabilities. For example, children in the Reception class enjoyed listening to a teaching assistant reading the story of 'The three little pigs', and concentrated hard to follow the text.
- Classrooms are attractive and well organised. Pupils' work is celebrated in eye-catching displays with a range of prompts on the walls, which help pupils with their learning. For example, a captivating display of pupils' work on the water cycle demonstrated secure learning. Similarly, a pupil in Year 4 used Spanish vocabulary on a display to help an inspector say her name in Spanish.
- Pupils are clear that teachers' feedback on their work helps them with their learning, as they know what to do in order to improve.
- The most able pupils make particularly swift progress in reading and writing. When work for the most able is not as demanding in mathematics, their progress is diminished.
- The quality of teaching, learning and assessment is not outstanding because some pupils are not given tasks suited to their ability. As a result, some pupils attain less well than others and therefore do not secure substantial progress in all subjects, particularly in mathematics, by the end of Year 6.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are proud of their school. They are particularly enthusiastic to take on roles of responsibility, for example as house captains, peer mediators and e-safety officers. Elected 'members of parliament' and school council members help to gather pupils' suggestions in order to improve the school. This helps pupils to understand how they can support others and influence decisions through democracy.
- Pupils are extremely keen to be recognised and rewarded for demonstrating important values, such as equality, determination and friendship.
- Pupils are taught how to keep safe from harm and how to identify and minimise potential risks to their safety. For example, pupils have a very secure knowledge of how to keep themselves safe when using

information and communication technology, as a result of the school's robust approach to e-safety training. Pupil 'e-safety officers' regularly conduct assemblies to help the school community understand online protection strategies. Workshops, for example on road-safety, help make sure pupils keep themselves safe in a wide variety of situations.

- Pupils say they feel very safe in school because, 'other pupils and teachers help us'. Occasionally friends fall out, but pupils are confident that any incidents of unkindness are dealt with immediately. Parents support the view that the school is safe.
- Pupils understand what bullying is, including cyber bullying. They understand the appropriate steps to follow should it arise, but are very confident that any bullying is rare. School records confirm this.
- Pupils are friendly, and welcome visitors warmly. During the inspection, they often asked inspectors, 'Are you having a nice day?' Pupils readily hold doors open for each other and the adults. This reflects the exceptionally caring and supportive culture fostered by senior leaders.
- Pupils talk appreciatively about the interesting experiences the school offers them. They enjoy the wide range of physical activities provided, including those organised as part of the school's 'walk-to-school plan'. Pupils recognise that this helps them to keep healthy and contributes to improving their environment.

Behaviour

- The behaviour of pupils is good. Pupils enjoy their learning and show enthusiasm to complete their tasks well. Classrooms are inspiring places in which to learn and pupils show positive attitudes to learning.
- Pupils' neat books, pleasing handwriting and the quality of their work on display demonstrate they take pride in their work. However, a small number of pupils do not present themselves as self-assured learners aiming for exceptional progress in their learning.
- There are effective steps in place to promote positive behaviour in the classroom. Therefore pupils understand how to be successful learners. Pupils strongly agree that all members of staff consistently apply these steps so that they are treated fairly.
- Pupils mix well and play happily together. Younger pupils appreciate the support of older pupils as peer mediators. This ensures that playtimes and lunchtimes are a positive and good social experience for pupils.
- Pupils told inspectors that they enjoy coming to school and most attend regularly. Strategies to promote attendance include class attendance awards. As a result, attendance has improved in most classes and is average overall.
- The proportion of pupils who are persistently absent is above the national average. Leaders have not made sure that all groups of pupils, including disadvantaged pupils, attend school regularly.

Outcomes for pupils

are good

- The outcomes for pupils, including pupils who speak English as an additional language, are good. The majority of current pupils in all year groups make good progress from their starting points in reading, writing and mathematics. Some pupils make better progress in reading and writing than in mathematics, particularly by the end of key stage 2.
- Pupils generally make good progress in other subjects, including science, geography and history. The quality and range of work seen in pupils' books confirms this. Pupils in Year 4 learn Spanish and make strong progress over time. Pupils make suitable gains in their information and communication technology skills, as they are supported by specialist teaching.
- Leaders track pupils' performance and hold teachers to account for their outcomes. As a result, leaders make certain that pupils' progress in phonics at the end of key stage 1 has accelerated and is consistently strong. Consequently, pupils are prepared well for their learning in key stage 2.
- Since the previous inspection, a sharp focus on developing reading and writing skills has improved pupils' attainment so it is in line with or above national figures. Pupils read well and the standard of writing is particularly high. Pupils' performance in assessments at the end of Year 2 and Year 6 in 2015 confirm this. Provisional results in 2016 suggests these strengths are sustained.
- In the 2016 national assessments, provisional results suggest that high proportions of Year 2 pupils reached or exceeded the expected standards in reading, writing and mathematics. Therefore attainment at key stage 1 is strong.
- In most year groups, the school's records show that pupils who have special educational needs and/or disabilities make strong progress from their starting points. This is because they benefit from the support

from teachers and well-trained additional staff.

- The most able pupils make good progress, although they and a small number of other pupils are not consistently challenged in lessons to make swift progress.
- Since the previous inspection, pupils at the end of Year 6 have been well prepared for the next stage of their education because they have exceeded expected standards in all key subjects. However, provisional assessment results in 2016 suggest that pupils' attainment in mathematics is below national figures; therefore not all pupils will be fully prepared for the demands of mathematics at secondary school.

Early years provision

is good

- Leadership in the early years is good. Children have a wide variety of opportunities to enable them to make good progress across all areas of learning.
- This school year, children entered the early years with a level of skill and knowledge below what is typical for their age. Children demonstrate consistently good progress in Nursery and Reception classes and outcomes are improving.
- Children start school with skills that are broadly below average, especially in communication and language. A large proportion of children have little or no spoken English. Despite this, higher proportions than previously are on track to achieve a good level of development by the end of the Reception Year.
- Soon after entering the early years provision, children develop good social skills and positive attitudes to learning. These good behaviours are maintained and are evident throughout the early years provision because of the consistently high expectations of all staff.
- Teaching, learning and assessment are good. The school's phonics programme begins in the early years and effectively helps children to develop both reading and writing skills. As a result, pupils go on to achieve well in the phonics screening check in Year 1.
- Teaching provides stimulating activities in other subjects, including music and information and communication technology. As a result, the children show good concentration and persevere in their tasks.
- Teachers and teaching assistants work closely with parents, helping them support their children's learning at home as well as at school. Parents view their children's achievements through learning journals and are invited to a weekly 'stay and play' session. During the inspection, an inspector viewed an assembly that was led by children in the Nursery and attended by most parents. This demonstrated the school's committed approach to providing good links with parents.
- The early years pupil premium funding is targeted appropriately. Provisional assessment information suggests that the proportion of disadvantaged children who achieved a good level of development has improved this year.
- The outside area enhances children's learning. Teachers provide effective adult-led and child-initiated activities, encouraging children to make choices. During the inspection, children were observed confidently selecting activities for themselves in the inside and outdoor areas.
- The environment is safe and conducive to children discovering through play. Children move between activities within the setting in a very orderly and calm manner. Opportunities are sometimes missed to help children increase their understanding of how to keep themselves safe, for example when riding tricycles in the outdoor area.

School details

Unique reference number	101545
Local authority	Brent
Inspection number	10002017

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	232
Appropriate authority	The governing body
Chair	Annette Broderick
Headteacher	Mary Bickerstaff
Telephone number	020 8961 5037
Website	www.lourdes.brent.sch.uk
Email address	head@lourdes.brent.sch.uk
Date of previous inspection	6–7 July 2016

Information about this school

- Our Lady of Lourdes RC Primary School is an average-sized primary school.
- The majority of pupils are from minority ethnic backgrounds and most pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is higher than the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children looked after.
- The proportion of pupils who have special educational needs and/or disabilities supported by the school is above average, whereas the proportion of pupils with a statement of special educational needs or an education, health and care plan is broadly the same as other schools nationally.
- The Nursery caters for children on a part-time and full-time basis. Children attend the Reception class full time.
- The school operates a breakfast club and after-school provision.
- The school met the government's floor standards in 2015, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in all classes. They made 18 visits to lessons or parts of lessons and several were observed jointly with senior leaders.
- Inspectors looked at pupils' work in a range of different subjects and listened to pupils read.
- Regular meetings were held with the headteacher. Also, inspectors met with governors, subject leaders and the special educational needs coordinator.
- Inspectors obtained pupils' views during informal discussions, including at play, lunchtime and during lessons. Additionally, inspectors met with two groups of pupils selected randomly by the inspection team.
- The views of parents were gathered through 44 responses to Parent View, Ofsted's online questionnaire, and 18 responses to Ofsted's free text service. Inspectors also spoke to parents at the beginning of the school day.
- The views of staff were taken into account through discussions and through the 16 responses to Ofsted's staff questionnaire. There was no response to the pupil questionnaire.
- A range of school documents was carefully examined, including the school's own self-evaluation, information on pupils' current progress and attendance, minutes of governing body meetings, records relating to behaviour and the safeguarding of pupils.

Inspection team

Rosemarie McCarthy, lead inspector

Ofsted Inspector

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