

Inspection of a good school: Our Lady of Lourdes RC Primary School

Chestnut Drive, Wanstead, London E11 2TA

Inspection dates:

28 and 29 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Ruth Boon. This school is part of the Good Shepherd Catholic Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief accounting officer, Michael Corcoran, and overseen by a board of trustees, chaired by John Anthony.

What is it like to attend this school?

Pupils flourish in all aspects of their learning at this school. There is a strong commitment to serving pupils, families and the community. Staff are relentless in their pursuit of excellence for all. All pupils, including those with special educational needs and/or disabilities (SEND), live up to these high aspirations.

The curriculum is carefully designed and well sequenced in every subject. This means pupils make strong progress and achieve well. Pupils are eager to learn new things and develop their knowledge and skills. They are well prepared for the next stage of their education.

The school sets high expectations for pupils' behaviour. Pupils behave well during lessons and at playtimes. They listen with interest and support each other in their learning. Staff know the pupils and their families very well. Pupils have 'five trusted adults' they can talk with to share any worries or concerns they may have. This helps pupils to feel safe and be kept safe at school.

The provision and support for pupils' wider development is exceptional. Pupils relish the extra opportunities they have outside the classroom and are keen to engage with a diverse range of visitors. They speak with enthusiasm about the clubs, visits and residentials they access.

What does the school do well and what does it need to do better?

The school has designed an ambitious curriculum. Leaders want the pupils to have the opportunity to grow, excel and be challenged. The curriculum has been designed to ensure that pupils revisit their previous learning before tackling new concepts. This is helping pupils to build a strong body of subject knowledge and skills that they use and apply with confidence. Pupils produce high-quality work across a range of different subjects. For example, in art, pupils learn about a diverse range of artists, such as Mondrian, Van Gogh and Stephen Wiltshire. They can identify the techniques and styles associated with these artists and use them effectively in their own work. Similarly, in history, pupils learn about the local area. This supports them to understand the Second World War and its effects in Redbridge. In science, younger pupils learn about magnetic forces. This helps older pupils to understand Newton's laws of motion, gravity and how to design a fair test.

The curriculum is designed to ensure that children in early years develop their language and communication skills through listening to and joining in with songs, rhymes and stories. They practise adding up to 20 and describing the shapes they see. Adults help children to sound out letters and practise writing familiar sounds. These experiences provide children with the strong foundations they need to transition into Year 1.

The school has prioritised reading from the start of children's Reception year. Adults are consistent in the application and assessment of the phonics programme. There is appropriate additional support in place for those at an early stage of learning and for those who have fallen behind. This helps pupils to gain the knowledge and skills they need to become confident and fluent readers. By the end of Year 6, standards in reading are very high for all groups of pupils.

The needs of any pupil with (SEND) are quickly identified. Teachers use a range of strategies to ensure that each pupil receives the help they need to be successful in their learning. Whatever their starting points, pupils are well supported in reaching the same learning goals as their classmates. There is an inclusive culture at the school. Bespoke provision, such as nurture groups, help those pupils who may need additional support.

The school has developed exemplary provision for pupils' wider personal development. A programme of educational visits and visitors further enrich the ambitious curriculum. There are a wide range of extra-curricular activities, and the school ensures that all pupils can participate. The school nurtures and develops pupils who show particular talents in areas such as sports, music and the performing arts.

Effective systems are in place to manage attendance and punctuality. The school works closely with families for whom this area is a priority. Staff are overwhelmingly positive about all that school leaders do. This includes early career teachers. Staff feel their workload is well managed. Trustees and those responsible for local governance are well informed and committed to their roles. They provide highly effective challenge and support to leaders to help make the school the thriving place it is.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school to be good in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147337
Local authority	Redbridge
Inspection number	10293306
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair of trust	John Anthony
Headteacher	Ruth Boon
Website	www.ourladyoflourdesrcprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Our Lady of Lourdes RC Primary School joined the Good Shepherd Catholic Trust in September 2019. When its predecessor school, also called Our Lady of Lourdes RC Primary School, was last inspected by Ofsted, in January 2015, it was judged to be good.
- The current headteacher was appointed in September 2020.
- The school is a Roman Catholic school in the Diocese of Brentwood. It was last inspected under section 48 of the Education Act 2005 in March 2022.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation.
- The inspector met with the headteacher and other school leaders. He held discussions with the chief accounting officer of the Good Shepherd Catholic Trust and also the chair of the board of trustees. He spoke with other members of the local governing body, including the chair of governors, a school improvement partner and a representative from the diocese.
- The inspector carried out deep dives in these subjects: reading, science and history. For each deep dive, the inspector met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with parents at the start of the school day and considered the views of parents and staff, including through responses to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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