



Our Lady of Lourdes Catholic Primary School

Inspection Report

Unique Reference Number 102843
LEA Redbridge LEA
Inspection number 276780
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Glynis Bradley-Peat AI

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

Type of school	Primary	School address	Chestnut Drive
School category	Voluntary aided		Wanstead
Age range of pupils	3 to 11		London E11 2TA
Gender of pupils	Mixed	Telephone number	020 8989 9521
Number on roll	471	Fax number	020 8989 3788
Appropriate authority	The governing body	Chair of governors	Ms Jenni Braysher
Date of previous inspection	22 May 2000	Headteacher	Mrs Margaret King

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Our Lady of Lourdes is a large, over-subscribed, two form entry primary school with a 26 place nursery. The school is in the London borough of Redbridge, but places are also allocated to pupils from Waltham Forest, Newham and Essex. The presence of a local girls' convent results in a higher percentage of boys in many year groups. The percentage of pupils eligible for free school meals is well below average. An above average number of pupils are from minority ethnic groups, but an average number have English as an additional language. The number of pupils with learning difficulties is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Our Lady of Lourdes is an outstanding school. It provides excellent value for money. Pupils are extremely well cared for, feel safe and thoroughly enjoy coming to school saying that they 'wouldn't change anything'. This care is reinforced by the outstanding links with parents and external agencies. The Foundation Stage is a strength of the school and children receive a top quality start to their education in the nursery. The majority exceed their expected learning goals and by the end of their reception year, pupils are above national expectations. The quality of education throughout the rest of the school is outstanding. However, writing now should feature more throughout the whole curriculum and not just literacy. Teaching is never less than good and is extremely effective. All pupils achieve extremely well and by the end of Year 6, standards are significantly above average for their age. Assessment information is used very well to plan for future learning and to identify pupils who need extra help. The provision for pupils with learning difficulties is outstanding. Pupils' personal development is excellent, behaviour is exemplary and one pupil exclaimed 'behaviour here is spectacular!' The leadership of the headteacher is exceptional. She is very well supported by her deputy, the governing body and the dedicated staff. Good progress has been made since the last inspection and all issues have been tackled very well. Subject leaders now play a full part in school management, and information communication technology (ICT) is used fully within other subjects. The school knows itself well and has clearly identified its strengths and where it could improve further. It has the capacity to continue making excellent progress.

What the school should do to improve further

* Focus on raising standards further in writing by giving more opportunity for pupils to use their skills in a wider range of subjects.

Achievement and standards

Grade: 1

Overall, pupils' achievement is outstanding because they receive outstanding teaching and support. All groups of pupils regardless of ability or background are achieving exceptionally well. Children's attainment on entry to the school is usually average but it is above average in the current nursery class. In the nursery, children get off to a flying start due to excellent induction procedures, outstanding teaching and stimulating curriculum. Children make exceptional progress in all areas of learning in nursery and reception. Standards in the current reception classes are above average. National test results for Year 2 in 2005 were above average in reading and writing and average in mathematics. This represented good achievement in reading and writing, satisfactory achievement in mathematics. The school has taken effective action to raise achievement further in mathematics through effective support and the careful matching of tasks to pupils' needs. In the current Year 2, standards are above average in reading, writing and mathematics. Year 6 national test results in 2005 were well above average in

English, mathematics and science. Value added data shows that these pupils made outstanding progress from their prior attainment in Year 2. Standards in the current Year 6 are also well above average in English, mathematics and science. The school generally exceeds its targets for English and mathematics. Pupils' writing skills are effectively developed through well focused writing workshops. However, across the school pupils' are not always provided with sufficient opportunities to apply and develop writing skills in other subjects.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their behaviour is excellent. Pupils are confident that adults will deal with any problems. Consequently they feel safe and are very happy to come to school. This is evident in their above average attendance. They enjoy learning because teachers make lessons interesting. Pupils learn about other countries and cultures but feel they would like to know more and the school is aware that this is an area to develop even further. As a result of the pervasive and positive Roman Catholic ethos of the school, pupils' spiritual and moral development are outstanding. Pupils know that a balanced diet and exercise are important for a healthy life. The school has introduced exercise sessions midway through the afternoon for some older pupils and they recognise that this is beneficial. 'We concentrate better afterwards' they say. The school council gives pupils a good say in how decisions are made and they appreciate this opportunity for involvement in decision making. All pupils understand what it means to be part of a Christian community, and this is particularly evident in the way they take responsibility and care for one another, for instance as Early Years Shepherds or Guardian Angels. Pupils are very well prepared for the next stage of their education and working life.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and this contributes significantly to pupils' outstanding achievements. The vast majority of the teaching seen was lively and enthusiastic and this motivated the pupils. Pupils found lessons enjoyable and often made exceptional progress in acquiring knowledge, skills and understanding. Teachers' explanations and demonstrations were clear, informative and promoted learning very well. As one pupil correctly commented, 'Teachers explain things very well here'. Questioning was used skilfully to challenge pupils' thinking and to check their understanding. Teachers have high expectations of pupils' learning and behaviour and they respond exceptionally well to these. Assessment procedures are very effective and assessment information is used well to guide planning. As a result, activities and tasks are well tailored to pupils' different needs so they are suitably challenged. Learning support assistants and teaching assistants are very well directed and make a valuable contribution to pupils' learning particularly those with learning difficulties.

Lessons generally maintained a brisk pace and pupils were highly productive. The marking of pupils' work is strong. Good work is recognised with praise and encouragement and clear guidance on how to improve is provided.

Curriculum and other activities

Grade: 2

The curriculum is good because it is broad and stimulating. A very good balance of adult led activities and independent learning through play ensures that the needs of children in the Foundation Stage are met. Throughout the school work is well planned and responsive to pupils' needs, but the school acknowledges that links between subjects and provision for multi-cultural education could be further strengthened through a review of the whole curriculum. Specialist teachers in music ensure good provision. The enrichment of the curriculum through a wide range of visits and visitors helps to ensure pupils find school interesting and enjoyable. The residential visit to the Isle of Wight is valued as part of pupils' personal and social development. There is good provision for sex education, drugs education and learning how to stay safe, often reinforced effectively by visitors such as the school nurse or the police. Pupils appreciate the large number of clubs which give them many opportunities to achieve and enjoy beyond the classroom.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Parents are confident that the school is a very safe and caring place for all pupils. They say it is 'always warm and friendly'. All pupils are known well by staff. Procedures for health and safety and child protection are rigorous and effective. Pupils are confident that they can approach an adult for help and that they are very well looked after. There are very good procedures for monitoring and responding to the needs of pupils with medical problems. Pupils' performance is carefully tracked and teachers' marking and target setting ensure that pupils are very well aware of what they need to do to improve their work. Pupils with learning difficulties have comprehensive and relevant individual plans that are regularly reviewed. These pupils are very well supported by assistants who understand their needs fully. In response to parents' concerns, amendments to the way in which pupils' performance is reported have been made so that it is now very clear how they are doing.

Leadership and management

Grade: 1

All levels of leadership and management are outstanding. There is very good teamwork between the headteacher, phase leaders and subject leaders resulting in a school-wide determination to achieve improvement. The headteacher's vision for the school ensures that there is no complacency. It is shared with a hard working and committed staff who focus on the achievement of all pupils. Robust monitoring and evaluation systems

are in place which has led to the accurate identification of the school's needs. The current priorities are rightly targeted at continuing to improve writing. The writing workshops which have been developed are having a significant impact on the quality of written work throughout the school. Following analysis of the pupils' mathematics tests, the subject leader is now focusing on developing strategies to maximise the progress of some pupils through even more effective support. The use of external agencies to improve pupils' achievement is a significant strength of school management. Parents, pupils, staff and governors are all involved in the future planning for the school and are rightly proud of its achievements. The highly effective governors are supportive but hold the school to account. They are fully aware of the strengths and weaknesses and are not afraid to ask difficult questions when necessary. This very successful school knows itself extremely well and has an excellent capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us into your school. We really enjoyed talking to you and thank you for showing us your work. We would like to tell you what we found out about your school.

We think that Our Lady of Lourdes is an excellent school and this is why: * You all really enjoy school and work very hard * Most of you are doing super work * Your teachers are terrific and teach you very well * We were particularly pleased with your work in English, mathematics and science * You are very well behaved and work and play really well with others * The staff care for you very well so you can grow up healthy and safe * Your head teacher does a fantastic job so that you can all do your best

Even in a wonderful school like yours there is one thing that could be improved: * Your teachers need to help you do more of your writing in lessons other than literacy. Finally, we would like to thank you once again for all your help. We wish you well in the future.