



Our Lady of Lourdes Catholic Primary School

Inspection Report

Unique Reference Number 104916
LEA Sefton
Inspection number 277257
Inspection dates 15 March 2006 to 15 March 2006
Reporting inspector Mrs Anna Dawson CfBT Lead Inspector

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Grantham Road
School category	Voluntary aided		Southport
Age range of pupils	3 to 11		Merseyside PR8 4LT
Gender of pupils	Mixed	Telephone number	01704 568375
Number on roll	520	Fax number	01704 565779
Appropriate authority	The governing body	Chair of governors	Mrs Angela Frith
Date of previous inspection	26 June 2000	Headteacher	Mrs S Wilson

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two additional inspectors. The inspectors met with the headteacher, some parents, staff, pupils and the chair of governors. A range of documentation and samples of pupils' work were also examined. The inspection takes account of national and school data when making judgements about pupils' progress.

Description of the school

This is a large Catholic primary school. Almost all pupils are of white British heritage and speak English as their main language. The school serves a local area which has favourable socio-economic characteristics but a significant proportion of pupils live in other parts of the borough. Overall, attainment on entry to the nursery is average. There is an additional intake at Year 3 of pupils from a neighbouring infant school.

The proportion of pupils with learning difficulties and/or disabilities is above average. In addition to pupils on the autistic spectrum who are taught in mainstream classes, the school also provides for 16 pupils on the autistic spectrum in two resourced units.

The school has gained an number of external awards, including: The North West Inclusion Award; The Healthy School Award; Activemark Gold; Artsmark Silver, The Basic Skills Quality Mark and an Eco-School Award.

The school is undergoing a change of leadership. A new headteacher has been appointed. An acting headteacher will shortly take up the leadership role in the interim period until the new headteacher joins the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It provides a high quality Catholic education for all its pupils and gives exceptional value for money. The inspectors agree with the schools self-evaluation. The quality of teaching is outstanding and pupils are challenged to develop their personal, social and academic skills to the full. The parents and local community support the school exceedingly well. Provision for children in the nursery and Reception classes is exceptionally good. Given their starting points children make rapid progress and either attain or exceed the national targets that are expected of them by the end of their Reception year. Throughout the school, those with learning difficulties and/or disabilities make exceptionally good progress. Pupils from Years 1 to 6 make very good progress. Pupils' personal development is exemplary. The pupils enjoy school because the school takes particularly good care of them all and provides an exciting and challenging curriculum. Pupils particularly enjoy the wide range of extracurricular activities. Although attendance is average, there are excellent procedures to encourage good attendance. Leadership and management are very strong. The school works exceptionally well with other schools, the wider community and outside agencies. The governing body is particularly knowledgeable, well informed and supportive. Since the last inspection, the school has resolved any weakness, maintained its high standards and continued to improve the quality of its provision. There is good capacity for further improvement.

Achievement and standards

Grade: 1

Children enter the nursery with broadly average skills. They get a good start in the nursery and children in the Reception classes achieve extremely well. Most attain the standards expected for children of this age and a minority exceed them. In Years 1 and 2, the majority of pupils continue to make exceptionally good progress and attain exceptional standards, as reflected in the 2005 national tests and assessments, which are significantly above average in reading, writing and mathematics by the end of Year 2. Most pupils, including those who join the school in Year 3, achieve particularly well in Years 3 to 6 and meet the challenging targets set for them. They attain high standards in English, mathematics and science by the end of Year 6. The school has maintained high standards over the last three years, and has generally met expected targets and improved its performance. In the 2005 national tests writing was the weakest aspects of pupils' work and fewer attained at the higher level than in mathematics and science. The gap has narrowed this year and pupils are on course to achieve high standards. From the work seen, standards are high in art and above average in physical education, history and religious education. Pupils with learning difficulties and/or disabilities make excellent progress towards the targets that are set for them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils say they like their teachers and enjoy the lessons and the extra-curricular activities provided for them. The spiritual, moral, social and cultural development of pupils is exceptional. Behaviour is exemplary and pupils are accepting of the difficulties and disabilities of others. They feel emotionally secure and bullying is rare. Pupils have very positive attitudes to learning and know how to keep safe and adopt healthy lifestyles. For example, they take regular exercise and participate in a wide range of extra-curricular activities. Attendance is broadly average and punctuality is good. Pupils support community events enthusiastically and raise large sums of money for charities. They take responsibility for their learning and are considerate of others' situations and needs. For instance they are involved in recycling materials in school and the school council is investigating how to improve the quality of lunchtime snacks for older pupils.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Staff work extremely well as a team to ensure all pupils develop their personal and academic skills to the full. There are high expectations of pupils and relationships are exceptionally good. Pupils are relaxed in lessons and enjoy learning because the teaching inspires and motivates them to develop their investigative, physical and creative skills. Interactive whiteboards are used very effectively, for example, as a teaching tool. Specialist teaching enriches pupils' skills and knowledge, particularly in sport and the arts. Teaching assistants are very well trained and provide sensitive and well-informed help to those with learning difficulties so they achieve as well as others on their targets. Teachers make very good use of information about pupils' progress when planning future work. They get the best out of pupils by challenging them without daunting them. As one pupil remarked 'we get just the right amount of work'. Individual targets and learning objectives are always set and are shared with pupils in English and mathematics. Written work is marked conscientiously and includes comments that help pupils improve. Consequently, pupils know their next learning steps and work eagerly towards them.

Curriculum and other activities

Grade: 1

The pupils benefit from an exceptionally exciting and inclusive curriculum that encourages pupils to be imaginative and creative in real-life situations. They speak with enormous enthusiasm about the interesting range of activities offered to them. Wherever possible, activities are practical and subjects are linked together in fascinating ways. Pupils with learning difficulties and/or disabilities are very well provided for and participate in all that the school has to offer. Activities are greatly enhanced by a very

good broad range of well-attended clubs and activities that take place outside the normal school day. These give pupils opportunities to experience sporting, artistic and cultural events that extend learning and personal development and contribute enormously to their enjoyment of school. The curriculum promotes very strongly the basic skills of literacy, numeracy and information and communication technology (ICT). There is exceptional provision for pupils' emotional and personal and social development.

Care, guidance and support

Grade: 1

The school shows outstanding care, guidance and support for all its pupils. The pupils find their teachers kind, helpful and fair and feel they are looked after superbly. There are outstanding procedures to ensure pupils' safety. Procedures for child protection are fully in place and staff know the correct procedures. The school supports social inclusion extremely well through the curriculum and the wide range of extra-curricular activities. The school works very well with a range of external agencies to ensure that pupils and their families are well supported. Parents appreciate that their children are very well cared for. One parent who commented that 'inclusion is a very positive aspect of the school' endorses the view of the majority. There are very good arrangements to ensure the smooth transfer of pupils into the school and to the next stage of their education.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher leads the school exceptionally well. The senior leadership team is responsive to change and is forward looking. The aims of the school, promoted within an inclusive, Catholic ethos are evident in practice. The school self-evaluation procedures are strong and the senior managers monitor the work of the school thoroughly. They know the school's strengths and quickly identify where improvements are to be made. Performance data in English, mathematics, and science is carefully analysed for weaknesses and action plans are put in place for improvement. For example, the provision and standards in ICT and the quality of pupils' writing have significantly improved since the last inspection. The continuing professional development for teachers is very well established. As a result the staff are up-to-date with new initiatives and enhance their teaching skills. Parents are very supportive of the school and are fully involved in school life. There is a good take up of courses offered to parents to help them improve their skills, for instance, in ICT. The members of the very knowledgeable governing body fulfil their statutory duties exceptionally well and are very supportive of the school.

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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	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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?	1	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

The inspectors enjoyed visiting your school. We were made to feel very welcome. Thank you for talking to us and showing us how well you work. It was really interesting to listen to what you had to say. We think you have an outstandingly good school.

We particularly liked:

- that the leadership of your headteacher is extremely good. She works very well with the deputy and assistant headteacher as well as the staff to constantly improve your school
- the teachers work exceptionally hard to make your lessons challenging and enjoyable
- your exemplary behaviour and that you all enjoy school, work hard and look after one another
- that you are all extremely well cared for.

Thank you so much for helping us while we were inspecting your school. We hope that you will continue to work hard and enjoy your lessons.