



Our Lady of Lourdes Catholic Primary School

Inspection Report

Unique Reference Number 107751
LEA Kirklees
Inspection number 277834
Inspection dates 13 September 2005 to 14 September 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Bradley Boulevard
School category	Voluntary aided		Sheepridge
Age range of pupils	3 to 11		Huddersfield, West Yorkshire HD2 1EA
Gender of pupils	Mixed	Telephone number	01484 310700
Number on roll	204	Fax number	01484 310707
Appropriate authority	The governing body	Chair of governors	Father Aladics
Date of previous inspection	4 December 2000	Headteacher	Mrs Christine Pullan (Acting)

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average-sized primary school. Eight pupils are at an early stage of learning English as an additional language. A well above average proportion of pupils are from minority ethnic groups. Seven pupils are refugees or asylum seekers. The proportion of pupils known to be eligible for free school meals is 32.6 per cent, which is above average. Indications are that the local area is socially and economically well below average. The proportion of pupils joining the school after the age of five is above average. Children's attainment on entry is well below average, particularly in communication and language skills. Eighteen pupils (9 per cent) are on the list of special educational needs, which is below average. Two pupils have statements of special educational needs, which is about average. An acting headteacher was appointed from the beginning of this academic year as the headteacher is absent because of illness.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school that provides good value for money. Inspectors agree with the school's view that its overall effectiveness is good. Provision in the Foundation Stage unit is good because the children are taught well and standards improve from well below average on entry to the unit, although standards are still below average at the start of Year 1. Overall, progress from entry to the school to the end of Year 6 is good because the quality of teaching and learning is good. Standards by the end of Year 6 are broadly average. Pupils' personal development is good. Pupils from different backgrounds are well integrated and make similar progress relative to their prior attainment. The leadership and management of the school are satisfactory. The acting headteacher provides good leadership and has a clear view of what needs improving. However, the governing body has not ensured that all statutory requirements are met and it has an insecure understanding of standards; this aspect of the governance of the school is inadequate. The responsibilities of the subject co-ordinators are satisfactory, although their role in taking responsibility for the strategic development of their subjects has only just been established and requires further development. Improvement since the last inspection is satisfactory. Because of the strengths of the acting headteacher and commitment of the staff, the school has the capacity to improve further.

What the school should do to improve further

- The governing body should ensure that all statutory requirements are met and take more responsibility for monitoring standards.
- The subject co-ordinators need to develop their roles and responsibilities to enable the future improvement of their subjects.

Achievement and standards

Grade: 2

Inspectors agree with the school's evaluation that achievement and standards are good overall considering the starting points of the pupils. Children in the Foundation Stage enter school with well below average levels of attainment and make good progress; however, despite good teaching, many do not achieve the levels expected by the start of Year 1, so overall standards of achievement are below average by the end of the Foundation Stage. In Years 1 and 2, pupils build on their prior attainment and make good progress because of good teaching, and by the end of Year 2 standards are in line with the national average. In Years 3 to 6, the quality of teaching and learning continues to be effective resulting in good achievement over time, including those pupils who move to the school after the age of five.

In the 2004 national tests at the end of Year 6, standards were average overall, though English and science attainment was higher than that in mathematics. In the 2005 national tests, standards in English and science were slightly lower than those in 2004 but standards in mathematics improved significantly compared to the previous year

because senior managers identified where improvements in aspects of the curriculum were necessary. The targets set for the proportion of pupils to reach the expected level (Level 4) and the higher level (Level 5) for 2005 were extremely demanding considering the pupils' prior attainment, although the targets were exceeded in mathematics but not reached in English.

Analysis of the results of the national tests show that pupil's progress shows no significant difference due to gender, ethnic group, special educational needs or those pupils learning English as an additional language.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are fostered well. By the time pupils reach Year 6, they show high levels of interest in their work and set a very good example to other pupils in the standards of their behaviour both in the classroom and around school. A pupil stated that 'in Year 6 we have an example to set.' The good behaviour and attitudes of pupils throughout the school assist their learning. Relationships are harmonious, including relationships between the different ethnic groups. Bullying rarely occurs and when it does it is dealt with quickly by staff.

Pupils' spiritual, moral, social and cultural development is good. The Catholic ethos of the school encourages pupils to develop an awareness of their own and others' beliefs. They have a good understanding of right and wrong and are very mindful of class rules. Relationships between pupils and also between staff and pupils are strengths of the school. The different cultural heritages are celebrated.

Attendance has improved significantly during the past year and is now close to the national average because of improvements to procedures and good attendance awards, which are valued by pupils. Most pupils are punctual and the few pupils who have difficulty getting to school on time, often through no fault of their own, are encouraged to attend every day even if they do occasionally arrive late.

Pupils enjoy school because as an older pupil stated, 'we love learning'. Older pupils are well prepared for the next stage of education. They feel safe at school because of the friendly atmosphere and the care provided by the staff. Pupils are very aware of the dangers of drugs. They learn about healthy lifestyles and the importance of a good diet. They appreciate the healthier food now available at lunchtimes. Pupils have a wide range of responsibilities which they fulfil admirably to help in the smooth running of the school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and this leads to pupils making good progress in their learning. Inspection evidence matches the school's view. In most of the lessons seen

teaching and learning were good. Teachers have good subject knowledge and the planning of lessons is matched well to pupils' needs. Teachers use a wide range of teaching methods and make effective use of time, enabling pupils at all levels of attainment to make good progress in their learning. Teachers have very high expectations of pupils' work and behaviour, resulting in pupils working productively whether in whole-class situations, in small groups, or individually. Relationships between staff and pupils are very good and pupils respond well to challenges set by the teaching. Teachers and teaching assistants work hard with pupils, including pupils with learning difficulties and those at an early stage of learning English as an additional language, to enable them to make good progress. Learning resources are used well to motivate and interest pupils in order to enhance and speed up their learning. In the very few satisfactory lessons, teachers allowed the pace of the lesson to dip because of the silly behaviour of a few pupils and whole class activities were occasionally not organised sufficiently well. The checking of pupils' progress provides clear guidance to teachers of the next step of learning for class groups as well as individuals. Targets for improvement are identified and understood by pupils.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils well. The school has taken care to tailor its curriculum to reflect the needs and backgrounds of its pupils; for example, lessons in geography provide pupils from Caribbean backgrounds with opportunities to study the rivers and mountains of Jamaica. The requirements of the National Curriculum are met fully. For some time the school has provided the pupils with a broad and enjoyable curriculum and as such has been well placed to respond positively to the recent national initiative for schools to widen their curriculum. Pupils enjoy interesting visits and visitors, French lessons, drama, sports and creative activities, which enrich their experiences. The provision for pupils with learning difficulties and that for pupils at an early stage of learning English is good and enables them to achieve well; for example, during the inspection good use was made of a computer programme to translate for a newly arrived pupil with very little English. The basic skills of reading, writing and calculation are taught effectively and where relative weaknesses do occur, for instance in writing, prompt action is taken to improve provision.

Care, guidance and support

Grade: 2

Children are well cared for. Child protection procedures are secure and all members of staff are fully aware of them. Parents are full of praise for this aspect of the school's work; for example, a parental comment encapsulated the overwhelming feeling of parents: 'we have seen our son develop into a caring, confident child during his years at the school due to the safe, loving environment.' Pupils stress that the school is 'very hygienic and clean, with no litter and very clean toilets.' Pupils are supported well and they talk knowledgeably about what they need to do to improve their work further, adding that their parents are party to their targets and support them actively in

achieving them. The help given to vulnerable children matches the good quality of that which exists for all other pupils.

Leadership and management

Grade: 3

The school judges leadership and management to be good; however, the inspection team judges it to be satisfactory because of weaknesses in the governance of the school.

The acting headteacher, ably supported by the acting deputy headteacher, provides a clear vision for the future which is centrally focussed upon raising pupils' achievement further and eliminating any weaknesses in the school's provision. Senior managers have ensured that all pupils are fully included in all that it provides, including the special atmosphere generated by the school's catholic ethos. Leadership and management at this level are good and result in pupils making good progress, very appreciative parents and high staff morale.

Subject co-ordinators carry out their duties satisfactorily, albeit within fairly narrow parameters. There is a recognition that the narrow range of duties, unsupported by role descriptions, limits the effectiveness and professional development of these members of staff. A priority for action in the school improvement plan is for subject co-ordinators to adopt a much wider brief, in order to influence learning and achievement in their subjects.

The school's understanding of its strengths and areas for development is satisfactory in practice. Very recently the formalisation of procedures has been implemented, including closer monitoring of teaching and learning.

Governance is inadequate. In two major areas, those of reporting annually to parents about the school's work and in providing an up-to-date school prospectus, governors are failing to meet statutory requirements. In addition, despite strongly supporting the work of the school, they are insufficiently involved in finding out how well children are getting on and the effectiveness of what the school provides. Improvements in governance are essential.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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	NA
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 for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school

- We are pleased that you behave well and work hard in lessons and all get on so well together.
- We think that the teachers and other staff look after you well and give you jobs to do to help in the running of the school.
- We are glad that you are taught well so you make good progress in your learning and enjoy school.
- Your acting headteacher and acting deputy headteacher know how to make your school better.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now

- We want the governors to spend time talking to you and the teachers to see how well you are doing so that they can tell your parents and new parents all about your school.
- We have asked your teachers to spend time planning how to make teaching in all subjects even better so that learning will be more enjoyable.

We appreciated talking to you about our work and watching you learn, we wish you well for the future.