

# Our Lady of Lourdes Catholic Primary School, Carnforth

Inspection report

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<b>Unique Reference Number</b>	119618
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291483
<b>Inspection date</b>	15 May 2007
<b>Reporting inspector</b>	Linden Phillips HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Hugh Wignall
<b>Headteacher</b>	Mr Michael Manton
<b>Date of previous school inspection</b>	1 November 2002
<b>School address</b>	Kellet Road Carnforth Lancashire LA5 9LS
<b>Telephone number</b>	01524 732289
<b>Fax number</b>	01524 732289

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Our Lady of Lourdes Catholic Primary School is a relatively small primary school. It is the only Catholic primary school in the vicinity of Carnforth and most of its pupils are of White British heritage. Fewer pupils than average are known to be eligible for free school meals and a rather larger proportion than the average has a statement of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Our Lady of Lourdes Primary School is a good school working within a Catholic ethos which celebrates Christian values and instils a respect for others. The school is effective in caring for its pupils and the good teaching and learning ensure that they make good progress. Children arrive at the school with attainment slightly below average, but they make good progress and most meet or exceed challenging targets. Pupils in 2006 reached standards which were broadly average but the school's overall trend has been above average.

Pupils' personal development is good. The school ensures that pupils develop their spiritual, moral, cultural and social awareness and they are encouraged to look outwards at what they can do to help others. The school's curriculum is good. Attendance has improved so that it is above average.

The headteacher and staff provide good leadership and management, and are supported by an effective governing body which ensures good value for money. The area for improvement from the last inspection, of provision for information and communication technology (ICT), has been tackled effectively. The school is now poised to develop its use of ICT across the curriculum. The school has a good capacity to improve. It has identified its strengths and what it needs to do to get better, although the evaluation of the effects of initiatives on outcomes for children is not precise. The school knows each child well so that the progress of each is monitored. While most pupils make good progress, some more able pupils are capable of reaching higher standards than they do. The school has identified that a few pupils need help to improve their English work, particularly their writing.

The school is making productive links with nurseries and secondary schools to help with pupils' transition. Links with a local special school have been helpful in providing resources and examples of good practice.

Pupils and parents express the view that education and care are good. One parent wrote, 'My daughter will now leave school a happy, secure, confident and caring child who has thoroughly enjoyed her time here', which echoes the views of many. It is apparent that everyone in the school takes seriously its view that 'every child is precious'.

### What the school should do to improve further

- Ensure that those few pupils who are underperforming in aspects of their English, particularly writing, are given sufficient support.
- Provide additional challenge and support for more able pupils.
- Embed good practice in ICT across the curriculum.

## Achievement and standards

### Grade: 2

Pupils make good progress during their time at the school. The standards reached by pupils in Year 2 and Year 6 in the 2006 tests are at the national average.

When pupils begin school the attainment of many is below what is expected for children of their age. They receive good teaching and individual attention so that by the end of Key Stage 1 they reach the standards expected of children of their age. During Key Stage 2, pupils continue to have focused help with their learning and the recent trend in the school has been one of

improvement in standards and achievement. In 2006, most pupils in the small year group made good progress and reached or exceeded the school's aspirational targets. Pupils with learning difficulties and/or disabilities receive very detailed support and many improve their abilities so well that they are able to work more independently and can be removed from the school's register of special need. Some more able pupils need further challenge and support to reach higher standards.

The school monitors progress carefully and teachers know their pupils well. Pupils continue to improve the standard of their work in lessons, and current assessment indicates that most will, again, meet or exceed targets. Improving writing is one of the school's priorities because it recognises that a few pupils, mainly boys, are not succeeding in English as well as they could do, although they achieve well in mathematics and science.

## **Personal development and well-being**

### **Grade: 2**

Staff give much time and attention to ensuring pupils' personal development and well-being so pupils feel happy and safe at school. Pupils think that bullying is not a problem, and they know what to do if it does occur. Pupils who attend the Breakfast Club enjoy their meal as well as their chance to chat and play games. The 'Friendship Squads' of pupils play their part in making all children feel included in class and playground, and the school council is active in gathering pupils' views and contributing to improving the school. Pupils behave well and show consideration for each other.

The school's approach to pupils' well-being is informed by its Catholic ethos, which supports the spiritual development of children. Teachers create time for prayer and quiet reflection in class assembly and pupils respond well. The personal, social and health education in the school also fosters respect for, and understanding of, the views and beliefs of others which is apparent in the way children speak and play together.

The school has improved its approach to reducing absence, and attendance has now improved to be above the national average.

Pupils know how to make healthy choices in eating, being active, road safety and using the internet. They are loud in their praise for the activities offered by the school. The commitment of staff to support pupils' development in and out of school activities is outstanding: the number and range of sporting opportunities and clubs is large and the take-up high. Pupils are also encouraged to contribute to the wider world and they develop social and cultural awareness by becoming involved with national and local charity groups, and older children are setting up a day of music for the town.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school judges its teaching and learning to be good, and the inspection supported that view. Teachers plan their lessons carefully. An increasing focus on assessment to support learning is improving the discussion between teachers and pupils about how pupils can improve their work. Pupils feel that their teachers help them to understand, explain things clearly and make lessons fun.

The teaching of ICT has improved since the last inspection. In one ICT lesson in the Reception class, children were encouraged to stand up confidently and explain to the rest of the group how they had changed the background to their picture, why they had chosen it, and how it made the story clearer. They were successfully developing a number of skills: using ICT for a clear purpose, a sense of audience, an assurance in talking to a group, and the ability to evaluate their work.

## **Curriculum and other activities**

### **Grade: 2**

The school offers a broad and interesting curriculum. In conjunction with governors, the headteacher and staff consider changes to the curriculum which meet pupils' needs and support learning better. The school is teaching some subjects and skills within cross-curricular projects and themes which give pupils motivation to develop knowledge and abilities in an exciting context. The school makes good use of peripatetic staff to enrich the curriculum and give pupils access to a variety of music lessons, French and football coaching.

The ICT curriculum has improved since the last inspection. A good scheme of work ensures that pupils in all classes learn about using ICT tools of word-processing, making graphs, controlling devices, organising information and carrying out research. The school plans to integrate ICT work within the curriculum so that all staff are involved in teaching ICT within subjects. There is good practice in the school to be shared with all in enhancing the curriculum in this way. For example, the new electronic whiteboards in every classroom contribute to teaching and learning, but the interactive and collaborative opportunities they offer are not fully exploited.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school knows its individual pupils very well and makes sure that each is supported to feel safe and to enjoy learning. Playground areas are safe and structures are designed to encourage exploratory play.

Teachers, teaching assistants and senior staff collaborate effectively to provide support for pupils with a learning difficulty and/or disability. This helps them to make good progress. Many parents praise the school for the work done to support their children.

## **Leadership and management**

### **Grade: 2**

The school is well led by the headteacher who has a good understanding of the school's strengths and of the areas which can be improved. However, self-evaluation is not precise enough in considering the effects of school initiatives in terms of pupils' achievements and well-being. Management of the day-to-day running of the school is efficient. The roles of staff and their areas of responsibility are clear and carried out with commitment to improvement. The governing body fulfils its duties well and is organised into sub-committees which both support aspects of the school's management and hold it to account. The governing body and the parents' association have worked together to improve resources for ICT. Finances are monitored carefully. The school complies with safeguarding procedures, although the organisation of the information is in the process of being updated.

The progress of all pupils is monitored and the school's improvement plan has prioritised those areas where pupils are not achieving as well as the school would like. To raise achievement for individuals and groups the school plans to improve further the systems for assessment and tracking of progress.

Parents of more than half of the children responded to the questionnaire and almost all were very positive. The school listens to parents and pupils; it has undertaken its own survey of parents' views and has made changes to the school's organisation as a result.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

16 May 2006

Dear Pupils

Inspection of Our Lady of Lourdes Catholic Primary School, Carnforth, LA5 9LS

Thank you very much for welcoming me to your school and sharing your views with me. This is what I have said about my visit.

- Our Lady of Lourdes is a good school.
- You and your parents are very pleased with the way that your teachers and staff look after you and help you to be safe, healthy and happy. I agree with them that this is good.
- Your lessons are interesting and teachers make sure that you are learning well. You told me that teachers make learning fun and help you when you need it.
- The school has bought good computer equipment and you are enjoying learning how to use it to make your work more interesting and lively for other people to read and look at. You are also given lots of good opportunities to learn new things such as music, French and sports.
- You told me how much you valued all the sporting activities and all the different clubs you can attend. Teachers give a lot of their time to making sure there is lots for you to do.

The headteacher wants to make the school even better and I have asked him to do these things.

- Help the small number of you who are capable of achieving more than you do at present.
- Improve your work in English. You can help your teachers by trying hard to improve your writing.
- Work with teachers to use ICT more in your lessons to help you learn.

The staff at Our Lady of Lourdes school take your mission statement to heart and do see each of you as 'precious'.

Yours sincerely

Dr Linden Phillips

Her Majesty's Inspector.