

DIOCESE OF **Hexham & Newcastle**
SPIRITUALITY, FORMATION & EDUCATION SERVICE



S48 Inspection Report

**Our Lady of Lourdes RC Primary School,
Shotton, County Durham**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School:	Our Lady of Lourdes RC Primary School
Address:	Fleming Field Shotton Durham DH6 2JQ
Telephone Number:	0191 5261531
Email address:	ourladyoflourdes@durhamlearning.net
School URN:	114278
Headteacher:	Mrs Lisa Ashton
Chair of Governors:	Mrs Jane Affleck
Inspector:	Mrs Denise Kendall
Date of Inspection:	27 and 28 March 2012

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Our Lady of Lourdes RC Primary School is a smaller than average school. The school deprivation indicator is higher than the national average. The school serves two ex-mining villages in rural East Durham where unemployment rates and deprivation are high. The majority of pupils are of white British heritage. Attainment on entry is below national average. The number of pupils on the special educational needs register is higher than the national average with 11.8% pupils at school action and 8.4% of pupils receiving school action plus support.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 122

Percentage of pupils baptised RC: 48%

Percentage of pupils from other Christian denominations: 40%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 12%

Percentage of pupils from ethnic groups: 0%

Percentage of pupils with special needs: 22%

Staffing

Number of full time teachers: 5

Number of part time teachers: 2

Percentage of Catholic teachers: 84%

Percentage of teachers with CCRS: 57%

Percentage of learning time given to Religious Education:

FS	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

Our Lady of Lourdes, Shotton.

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic education

1

The school's capacity for sustained improvement

2

MAIN FINDINGS

Our Lady of Lourdes is an outstanding Catholic school with significant strengths. It is a welcoming school with a caring ethos. The staff team work hard together to ensure that their pupils have the best possible care. There is a clear vision which is shared by all. Pupils enjoy coming to school. They are supportive of each other, work well together and speak proudly of their school. From starting school they learn how important it is to treat everyone with respect and understand what is right and wrong and the importance of forgiveness. They work well in lessons and have positive attitudes to learning. From low starting points all pupils make at least satisfactory and in the majority of cases good progress and outcomes for pupils are at least good overall. The evidence available at inspection shows that standards and attainment have improved since the last inspection. The quality of collective worship is outstanding and pupils respond to prayer with reverence and respect. The promotion of spiritual and moral development is good. The school is very much at the heart of the community and has excellent relationships with the parish, parents and the local community.

The provision for Catholic education and collective worship is outstanding. The quality of teaching and learning is good with some outstanding features.

Leadership and management are outstanding. The headteacher and Religious Education (RE) subject leader have a strong sense of purpose and a clear view of the school's strengths and weaknesses. There is a well structured improvement plan in place which identifies the actions that need to be taken. The governing body is very supportive of the school and governors demonstrate an understanding of the strengths and weaknesses of the school. The school has developed a very good range of partnerships to promote Catholic learning and well-being and community cohesion is outstanding. The school's capacity for sustained improvement is good in all areas. The schools own self-evaluation is accurate thus ensuring that strengths are celebrated and areas for improvement identified and addressed.

What the school needs to do to improve further

- Improve teaching and learning by:
 - taking more opportunities to differentiate work by task as well as by outcome;
 - ensuring effective marking is used consistently throughout the school in order to develop pupils' awareness of the next steps in their learning.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Outcomes for pupils are outstanding. They enjoy their RE lessons, have good attitudes and want to do their very best. They show excellent understanding and their knowledge and skills are developing very well according to their age and ability. Pupils are able to talk confidently about their work in RE. There are no notable differences between groups of learners. Teaching assistants ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils enter school with starting points that are well below average. Pupils make good progress and achieve well in the foundation stage (FS). Pupils continue to make good progress through key stage one (KS1) and pupils' attainment is at least in line with expectations by the end of this key stage. Assessment data indicates that standards of attainment for key stage two (KS2) are above average with 88% of pupils achieving level four or above at the end of this key stage. Evidence during inspection indicates that in some classes work is differentiated by task as well as by outcome. However, this is inconsistent throughout the school and not all pupils have access to this good practice.

Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They take advantage of the many opportunities the school provides for their personal support and development and are proud of their school. They understand what it means to live by gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. 'Statements to Live By' are well used within the school. Pupils are clear about how these are used each week and how they help them live in a good way and respect one another. They speak confidently about the different ways in which they support a range of charities. They appreciate their learning about other faiths and know that religion is important to many people whose beliefs are different from their own.

Pupils' response to and participation in collective worship is outstanding. They are reflective and focused during collective worship and through participation in drama and song demonstrate their understanding of the gospel message. From the earliest age pupils participate fully in collective worship. They are reverent and respectful and enjoy singing during collective worship. The pupils have a good understanding of religious seasons and festivals. They speak highly of the work they do in preparing for prayer and collective worship. Collective worship contributes positively to the spiritual and moral development of the pupils.

PROVISION

2

How effective the provision is in promoting Catholic education

The quality of teaching and learning in RE is at least good with evidence of many outstanding features in all key stages. Teachers have high expectations and ensure that all pupils make at least expected and in most cases good progress. Where there are elements of outstanding teaching a good range of teaching styles are used. Lessons are well paced and good use is made of ICT, art, and role play. Good questioning techniques are consistently used to extend pupils' learning and this together with a broad range of quality resources ensures that good learning takes place. In some classes work is differentiated by task as well as by outcome. However this is inconsistent throughout the school and pupils in all classes would benefit from the provision of differentiated tasks designed to help them achieve at the highest levels. Teachers have good subject knowledge which is demonstrated in both planning and teaching and this ensures that they effectively build on pupils' prior learning at all times.

Assessment is well developed and is an integral part of the planning process. Assessments are accurate and are moderated regularly both within the school as well as with the local partnership of Catholic schools and annually as part of the diocesan process. This enables teachers to set challenging targets for all pupils. However, differentiation needs to happen more often by task and not just by outcome. Progress is tracked termly and this ensures that pupils at all levels are achieving all that they are capable of. Effective marking is well developed but is not yet used consistently throughout the school in order to develop pupils' awareness of the next steps in their learning.

The RE curriculum is good at meeting the needs and interests of all pupils and fulfils the requirements of the Bishops' Conference. The curriculum is enriched through a variety of imaginative and well planned strategies including the use of art and drama and takes into account the learning styles and interests of the pupils. Through the RE curriculum the pupils are given many opportunities to learn about religion and how they can use the knowledge and skills they have learnt and apply them in their everyday lives.

The quality of collective worship is outstanding and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many different opportunities are taken to ensure that pupils are able to participate in prayer in different ways. Different styles of worship are offered and through this the pupils are given the opportunity to participate in leading prayer from the earliest age. A variety of good liturgical opportunities enable parents and the parish communities to join the pupils in worship and prayer. This has a significant impact on spiritual and moral development.

LEADERS AND MANAGERS

1

How effective leaders and managers are in developing the Catholic life of the School

The school's leaders and managers are outstanding. The headteacher and RE co-ordinator, ensure that Catholic values are given high priority and that pupils experience a rich, broad and balanced RE curriculum. They give outstanding support to the staff team and governors, thus ensuring that together they are very effective in supporting and developing the Catholic life of the school. They all demonstrate a clear understanding of the school's role in the mission of the Church and promote Catholic values and principles well. The Catholic ethos underpins all aspects of the life of the school. The deep commitment of the headteacher and RE co-ordinator inspire the whole school community. Self-evaluation reflects effective monitoring, analysis and self-evaluation. The views of parents are taken into account through the use of a well developed parental questionnaire which includes an evaluation of the Catholic life of the school. This results in targeted planning and actions which ensures continuous improvement in all aspects of the Catholic life of the school.

The monitoring and evaluation of the provision for RE is good. The headteacher together with the RE co-ordinator and staff team ensure that good monitoring systems are in place and this together with a well written action plan clearly identifies planned improvements in outcomes for pupils. The school works well with the local Catholic partnership of schools in monitoring outcomes for pupils and this supports the good provision for pupils which is seen within the school.

The governing body knows the school well and are valued members of the school and parish community. They understand their statutory and canonical duties and are very supportive of the headteacher and the school. They are knowledgeable and well informed about the school particularly in relation to matters relating to RE and the Catholic life of the school. They know what needs to be done in order for the school to develop further. They are forward thinking in their approach to the challenges that face a small school and are able to challenge and make decisions in order to support the school in moving forward.

There are excellent partnerships with parents, parish and the wider community resulting in a variety of activities which improve the school's provision. These activities also impact significantly on pupils' achievement and well-being and notably promote Catholic learning. The school has excellent relationships with the local cluster of Catholic schools and together they have developed a very good partnership which supports the development of the RE curriculum and the Catholic life of the school notably through joint planning, moderation and through the involvement of pupils in a range of shared activities including a retreat at the diocesan youth village.

The promotion of community cohesion is outstanding. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. There is a well established tradition of charitable service with a range of local, national and international organisations being supported through a number of activities. The pupils demonstrate a clear understanding of Fair Trade issues and regularly have a Fair Trade tuck shop. The school has developed excellent links with a school in Zambia and the pupils clearly enjoyed talking to their Zambian guests in a recent visit. In addition, leaders have developed good links with an inner-city school in Newcastle which has further developed the pupil's understanding that they live in a culturally diverse country. These initiatives ensure that the pupils respect

difference, value diversity and that they have a good understanding of working for the common good.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	1
<ul style="list-style-type: none"> • how well pupils achieve and enjoy their learning in RE 	2
<ul style="list-style-type: none"> ❖ the quality of pupils' learning and their progress 	2
<ul style="list-style-type: none"> ❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress 	2
<ul style="list-style-type: none"> ❖ pupils' standards of attainment in RE 	2
<ul style="list-style-type: none"> • the extent to which pupils contribute to and benefit from the Catholic life of the school 	1
<ul style="list-style-type: none"> • how well pupils respond to and participate in the school's collective worship 	1
How effective the provision is in promoting Catholic education	2
<ul style="list-style-type: none"> • the quality of teaching and purposeful learning in RE 	2
<ul style="list-style-type: none"> • the effectiveness of assessment and academic guidance in RE 	2
<ul style="list-style-type: none"> • the extent to which RE curriculum meets pupils' needs 	2
<ul style="list-style-type: none"> • the quality of collective worship provided by the school 	1
How effective leaders and managers are in developing the Catholic life of the School	1
<ul style="list-style-type: none"> • how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> • how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being 	1
<ul style="list-style-type: none"> • how effectively leaders and managers promote community cohesion. 	1