

Our Lady of Lourdes RC Primary School

Wesley Road, London, NW10 8PP

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not making consistently good enough progress over time and achieving as well as they could, especially in Key Stage 1 and for boys and the more-able pupils across the school.
- Teaching requires improvement because it is not consistently good.
- Sometimes, teachers' expectations are not high enough and the pace of learning swift enough. Pupils who can do harder work have to repeat things they already know instead of moving on with their learning.
- In some lessons, teachers do not regularly check pupils' understanding or extend their learning.
- Marking does not consistently provide pupils with clear next steps in their learning and pupils are not expected, systematically, to respond, to show they have made progress.
- Leaders monitor teaching regularly, but they do not focus enough on the underachievement of particular groups such as the more able or boys. As a result, their evaluation of the quality of teaching has sometimes been over generous.
- Although leaders, including governors, are driving improvements, they do not measure robustly enough the effectiveness of the initiatives they have put in place to ensure maximum impact on outcomes for pupils.

The school has the following strengths

- Standards are rising and pupils are making better progress than in the past.
- Children make good progress in the Early Years Foundation Stage because teaching is consistently good.
- Pupils feel safe, behave well and attend regularly.
- Leaders have initiated a range of successful measures to improve progress in reading and for disabled pupils and those who have special educational needs.
- Pupils' spiritual, moral, social and cultural development is good as a result of an improved curriculum.

Information about this inspection

- Inspectors observed teaching in 15 lessons or parts of lessons. Seven of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of their work.
- There were not enough responses to the online Parent View questionnaire for the views of parents to be viewed, so inspectors talked to parents and carers before school and also considered the school’s most recent questionnaire for parents. They also took into account the views of staff expressed in 19 questionnaires.
- Discussions were held with representatives from the local authority’s advisory service, members of the governing body, including the interim Chair, and members of the school staff.
- Inspectors examined pupils’ progress data and other school documentation, including the minutes of governors’ meetings and safeguarding information.
- A formal discussion was held with a group of pupils. Inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- Our Lady of Lourdes RC Primary School is an average-sized primary school.
- Most pupils come from a range of minority ethnic heritages. The majority of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average. However, the proportion supported through school action plus or through a statement of special educational needs is much higher than the national average.
- Just under half of the pupils are known to be eligible for support through the pupil premium, which is additional funding given to schools for children in specific groups including those in the care of the local authority and those known to be eligible for free school meals. In this school the pupils eligible for the pupil premium are those known to be eligible for free school meals and this proportion is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is consistently good or better by ensuring that:
 - there is a brisk pace of learning throughout lessons, especially for boys and the more able
 - the tasks and activities given to more-able learners are suitably challenging
 - marking consistently gives clear guidance on what pupils need to do to improve and that pupils are expected to respond and that in turn their responses are checked by the teacher.
- Accelerate pupils' achievement in all subjects to be at least good, particularly in Key Stage 1 and for underachieving groups across the school, including boys and more-able learners by:
 - raising teachers' expectations so that teachers challenge and motivate pupils to achieve more
 - checking pupils' understanding more regularly in lessons so that tasks can be changed as necessary to extend and accelerate learning
 - ensuring more-able pupils are quickly moved on to the next stage of their learning and do not repeat unnecessarily what they already know and understand.
- Improve leadership and management by:
 - increasing the focus on the performance of underachieving groups, including the more able and boys
 - ensuring that planning accelerates improvements by being sharply focused on what pupils need to do to improve, with tight deadlines and measurable specific indicators of success, so that all leaders can evaluate actions and demonstrate success to staff and governors
 - ensuring that when making judgements about the quality of teaching the focus is as much on what the pupils are learning as on what the teacher is doing.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough pupils, especially boys and those who are more able, make fast enough progress in all subjects to attain the higher levels in the national tests at the end of Key Stage 1 and Key Stage 2. In 2013, in Year 6, boys' attainment overall was 10 months behind that of girls in the school and below that of boys nationally in all subjects and at all levels. This is because teachers do not always set tasks challenging enough to engage and inspire boys or the most-able pupils.
- Children enter Nursery with skills that are below those expected for their age, especially in language and communication. They make at least good progress because of good teaching, high expectations and the good range of activities that promote good levels of engagement and imaginative play.
- Most children continue to make good progress in the Reception classes because there is a good range and balance of activities. The proportion achieving a good level of development by the end of the Early Years Foundation Stage in all areas of learning is increasing and is now above the national average.
- Progress in Key Stage 1 has not been quick enough over time. Although attainment at the end of Year 2 improved slightly in 2013, it remained significantly below the national average for the second year, with the proportion of pupils attaining the higher levels being below the national average in all subjects and significantly so in reading.
- In 2013, pupils' attainment at the end of Key Stage 2 is an improvement on previous years, being broadly the same as the national average. Attainment in mathematics improved to being above the national average and the gap closed between the national average and the school in reading indicating that achievement is improving. However, the proportion of pupils attaining the higher levels at the end of Key Stage 2 in reading, writing and English grammar, punctuation and spelling was below that of the national average and particularly for boys.
- The proportion of pupils attaining the required standard in the government's phonics screening check (linking sounds and letter) has been above the national average for the last two years. However, pupils who attained the required standard in 2012 did not make enough progress across Year 2. Consequently, standards in reading at the end of Key Stage 1 in 2013 are significantly below the national average. Progress in reading across Key Stage 2 in 2013 was inconsistent, and particularly slow in Year 3. However, it accelerated in Years 5 and 6 so that by the end of Year 6 reading standards were in line with the national average.
- The proportion of pupils making expected progress across Key Stage 2 in 2013 is below the national average in reading, writing and mathematics. More pupils made better than expected progress in mathematics and writing as compared the national average. School data show that, as a result of improved teaching, the progress of pupils currently in the school is now quicker and the majority are making good progress towards improved standards.
- Pupils from minority ethnic groups and those who speak English as an additional language make similar, and sometimes better, progress to their peers in all subjects.
- Pupil premium funding is used well to accelerate progress for eligible pupils. As a result, their attainment is better than that of similar pupils nationally and in 2012 there was no attainment gap in school. In 2013, the attainment of Year 6 pupils known to be eligible for free school meals was approximately the same as their peers in school in reading. However, it was four months behind in writing, seven months behind in English grammar, spelling and punctuation and 11 months behind in mathematics.

The quality of teaching

requires improvement

- Although the quality of teaching has improved over time, there is still not enough consistently good teaching. There are, however, examples of outstanding teaching in the school which can

be used to model the best practice. Recent improvements to the progress pupils make are testament to this.

- In weaker lessons, teachers do not check on pupils' understanding regularly enough during lessons and, too often, all pupils start with the same work or explanation. This means that the most-able pupils, including boys, are given work that is either too easy or is about something they already know well. Consequently, they are not pushed hard enough to make even better progress and the pace of learning slows.
- In some lessons the teacher's expectations of what pupils can achieve are too low. In the better lessons, teachers effectively ask searching questions that allow pupils to reflect, they plan work that meets the needs of all pupils and deploy other adults effectively. For example, in a Year 6 literacy lesson in which pupils were learning how to recognise imagery in writing, the most-able pupils were expected to come up with as many examples of alliteration, similes, metaphors and personification as possible. The teacher provided support as and when appropriate, checking frequently on their progress and understanding. At the same time, lower-ability pupils received well targeted support from the teaching assistant enabling them to also make good progress with their learning.
- Children get off to a good start in the Nursery and Reception classes. Expectations for all children are high. Activities are themed so that, whatever the child chooses to do, it strengthens their understanding of the focus of learning. For example, in a Nursery class where the children were learning the sound 'p', they were engaged in a range of activities which included acting out the story of *Three Little Pigs* and sounding out simple words beginning with 'p'.
- Although pupils' work is marked frequently, the advice given to pupils on how to improve their work does not always provide clear next steps so that pupils can improve their learning. Pupils do not systematically respond to teachers' comments nor do teachers check their responses when made. There is little evidence of pupils taking responsibility for their learning by marking their own or other pupils' work.
- Support for disabled pupils and those who have special educational needs has been recently re-organised and they now receive good support individually, in groups and in class, from well trained and experienced teachers, teaching assistants and other support staff. Consequently, current school data show that they are now making the same progress as their peers from their individual starting points. The effectiveness of the support is regularly monitored and pupils' progress is carefully checked so that work is planned to build on what pupils already know.

The behaviour and safety of pupils are good

- There is a friendly and welcoming atmosphere in the school and one of its strengths is the way all pupils are accepted and included, no matter what their backgrounds or abilities. This demonstrates that leaders have successfully promoted the intolerance of discrimination. Most pupils behave well around the school, including at breaktime. They get on well together and play happily with others, with many of those spoken to during the inspection saying they like school and know how to keep themselves safe. Pupils, staff, parents and carers agree that behaviour is typically good. This agrees with inspectors' observations during the inspection.
- In lessons, the vast majority of pupils have positive attitudes to learning and enthusiastically respond to the teachers' questions. They show real enjoyment in their learning and this is demonstrated by their attendance rate at school, which is above the national average.
- In the lessons where work is insufficiently demanding, a few pupils become fidgety. However, this has no significant impact on the learning of others as their behaviour overall is still good.
- Pupils learn from a young age to share and take turns through the range of activities provided for them. They move around the school well, collaborate very well in lessons and help each other with their learning. Pupils are keen to take responsibility and demonstrate this through being eco warriors and members of the school council.
- Pupils are clear about different types of bullying and know how to keep themselves safe on the internet. They know that name calling is wrong and say that instances of bullying are rare in the school; the school records support this. However, they are very clear about what to do if an

incident does occur.

- The very few pupils with behavioural difficulties are well supported through the school's nurture group programme and the consistently applied behaviour code. As a result, they are making improved progress and exclusions have reduced significantly since the last inspection.
- The school's most recent questionnaire indicates that most parents agree that behaviour in the school is good and that their children are kept safe. The large majority thought their children are happy and well looked after.

The leadership and management

require improvement

- Leadership and management require improvement because actions to improve achievement have not been effective in raising the attainment at the end of Key Stage 1 and accelerating progress of all groups of learners, especially for boys and the most-able learners.
- The headteacher, senior leaders and middle managers are strongly supported by the governors. Together, they have the drive and commitment required to make the changes needed to further improve the school. Their plans for the future identify the right priorities. However, the success criteria for measuring impact are not always precise enough to raise performance quickly enough, especially for underachieving groups.
- The monitoring of teaching and learning and pupils' progress is now more regular and rigorous. However, when grading the quality of teaching, some judgements have been too generous. This is because the emphasis has been on what the teacher is doing in the lesson rather than on the impact that it is having on the progress pupils are making with their learning.
- The school is not able to currently ensure it is promoting equal opportunities well because some pupils do not make good progress as compared to their peers.
- Leaders and managers are aware of the slow progress in reading over time. However, as a result of the improved quality of the teaching of phonics, guided reading and increased opportunities to read across all subjects, the school's current data show acceleration this term in pupils' progress across the school and predicts improved standards in 2014.
- Leadership and management of the Early Years Foundation Stage are good and ensure that children are well prepared for starting Key Stage 1 work.
- Teachers' performance is closely linked to their pay, the Teachers' Standards and priority areas of the school. Leaders have ensured that training is provided for teachers focused on both the school's priorities and individual needs. The school is working closely with local schools to ensure that staff, including newly qualified teachers have experience of outstanding practice.
- The local authority has provided medium to light touch support since September 2011, including ongoing support for the leadership of the school.
- The curriculum has improved since the last inspection. Subject and key stage leaders ensure that it is broad, balanced and rich with the topic approach providing good links between subjects. It ensures that pupils' spiritual, moral, social and cultural development progress very well and is enriched through a good programme of visits including to places of religious worship.
- School leaders are using the additional sports funding for primary schools to improve opportunities for all pupils. They have appointed a new physical education coach who is developing a programme of after-school clubs and sporting opportunities to increase the range of sports available to pupils. This is still at an early planning stage so, as yet, there is no evidence of impact.
- **The governance of the school:**
 - The governing body brings a good range of relevant skills to the school. Governors are aware of the school's strengths and areas for development and are well equipped to ensure that progress is made. They have a good understanding of data and an accurate view of the school's performance and the quality of teaching. They have already contributed to strategic plans for improvement, and evidence gathered during the inspection suggests that they provide both challenge and support. Training for safer recruitment and safeguarding have been undertaken. Governors are kept well informed about the impact of the use of the pupil

premium and plans for the use of the primary sports funding on pupils' achievement. They hold the headteacher to account through a robust performance management system and help to ensure that good decisions are made in allocating finances and rewarding teachers appropriately for their work. Engagement with parents and carers is growing and they have plans and actions in place to strengthen it further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101545
Local authority	Brent
Inspection number	425527

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Tony Rammelt
Headteacher	Mary Bickerstaff
Date of previous school inspection	1–2 February 2012
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Email address	head@lourdes.brent.sch.uk

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