

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0117 311 5323  
Direct email: [suzy.smith@tribalgroup.com](mailto:suzy.smith@tribalgroup.com)



3 April 2014

Mary Bickerstaff  
Headteacher  
Our Lady of Lourdes RC Primary School  
Wesley Road  
London  
NW10 8PP

Dear Ms Bickerstaff

### **Requires improvement: monitoring inspection visit to Our Lady of Lourdes RC Primary School**

Following my visit to your school on 2 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the time you made available to discuss the actions taken to improve the school since the most recent section 5 inspection.

This was the first monitoring visit since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should:

- refine the school action plan so milestones for improvement are checked and evaluated more robustly by leaders and governors
- use pupil performance information more precisely to increase pupil progress and attainment

### **Evidence**

During the visit, meetings were held with the headteacher, senior leaders, pupils, representatives of the governing body, the local authority and Diocese of Westminster to discuss action taken since the last inspection. The school improvement plan was evaluated. A sample of pupils' work, minutes of governing body meetings, achievement and attendance data and the single central record were scrutinised. All classes were visited briefly on a tour of the school with the headteacher.

## **Context**

Since the inspection the deputy headteacher and a class teacher have left the school. An agency teacher covers a maternity leave. The chair and vice chair of governors are new to these roles, there is one vacancy on the governing body.

## **Main findings**

School leaders responded swiftly to the inspection findings. The headteacher, although disappointed, remains determined to secure good and better outcomes for the school. All staff are committed to work together to develop their practice. Leaders have engaged parents in meetings and workshops. Governors act on training to develop their strategic overview. Pupils recognise more challenge in their lessons. The drive for improvement is clear.

The headteacher establishes delegated responsibility for school improvement through a wider leadership team. She coaches leaders effectively to address weaker practice. The new deputy headteacher left in December, leaders responded and they have taken on additional management duties. Staff professional development links directly to inspection findings. Leaders visit outstanding schools to evaluate practice in identified areas. Assessment, marking and raising boys' achievement have been themes of these visits.

The focus on raising boys' achievement is positive. Boys appreciate initiatives to encourage reading. They comment on nonfiction books and those written by their favourite authors recently purchased for the library. They say new i-pads help their speed reading for project research.

Since the inspection, leaders have increased their focus on teaching and learning, through formal observations and regular 'drop-ins' to lessons. Pupils' work is assessed with performance data. Records of this monitoring activity show however, that leaders do not focus sufficiently on pupil progress when forming a judgement. This means the school's view about teaching can be overgenerous.

Pupil data is managed with new tracking systems. Assessment in the Early Years Foundation Stage uses tablet technology; photographic records and adults' comments about learning are shared with parents. This assessment information is used in planning so children's interests and abilities are met effectively.

Joint moderation with staff from local schools and the external adviser confirms accurate starting points and levels for pupils' achievement in English and mathematics. Data for Years 1-6 shows that too many pupils are not making rapid progress, particularly in lower Key Stage 2. The legacy of low attainment from Key Stage 1 needs to be addressed. Furthermore, predictions for Key Stage 1 attainment tests at the end of the year do not indicate a significant increase since 2013. Leaders acknowledge this and they have undertaken to implement strategies to secure better progress and outcomes for pupils.

The new chair and vice chair of governors are committed to ensure the school will be consistently good. They attend training to develop their responsibilities. Learning walks help them to directly evaluate the school's effectiveness.

The school improvement plan is appropriate but needs a sharper focus on monitoring and evaluation by leaders and governors. Regular milestones, against which progress can be measured, are not checked or challenged robustly enough. Governors will address this element.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority provides effective support. The adviser supports the Governing Body to improve its effectiveness. Joint reviews are undertaken with leaders to moderate their judgments on teaching and pupil achievement. The local authority and the Diocese have brokered visits to local outstanding schools. External support will continue in recruitment to senior leadership positions.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Brent and the Diocese of Westminster.

Yours sincerely

Ann Debono  
**Her Majesty's Inspector**