



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

Our Lady of Lourdes Catholic Primary School

Address: The Green, Rottingdean, Brighton BN2 7HA

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School Unique Reference Number: 114544

Headteacher:	Mr P Beverton
Chair of Governors:	Mrs R MacFarlane
Lead Inspector:	Miss R Gillies
Associate Inspector:	Miss A O'Sullivan
Inspection date:	7 th July 2015

Overall Effectiveness	Previous Inspection: 2
	This inspection: 2
Catholic Life:	1
Collective Worship:	1
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of Lourdes School is a good Catholic school because:

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| <ul style="list-style-type: none">Our Lady of Lourdes school is an inclusive and supportive community centred around its mission statement. Pupils enjoy coming to school and achieve well. Pupils behaviour and attitudes to their learning are excellent. Parents are appreciative of the school and the Catholic education it offers. | <ul style="list-style-type: none">The quality of collective worship is outstanding. Pupils, staff, governors and parents are included in a wide variety of liturgies, masses and other prayer and worship opportunities throughout the year. Pupils welcome their involvement in preparing and participating in these and respond very positively. |
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<ul style="list-style-type: none"> ▪ The Catholic life of the school is outstanding, led by a deeply committed headteacher with a clear vision for the future supported by the staff, governors and parents. 	<ul style="list-style-type: none"> ▪ The quality of religious education is good. Pupils enjoy religious education and appreciate its importance to their lives. Most pupils, including those with learning difficulties and disabilities, make at least good progress, and some make very good progress.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady of Lourdes Catholic Primary School is situated in the Brighton and Hove deanery of Arundel and Brighton and is maintained by Brighton and Hove Local Authority.
- The principal parishes which the school serves are Our Lady of Lourdes, Rottingdean, Immaculate Conception of Our Lady, Peacehaven and St Patrick's, Woodingdean.
- There are 203 pupils on roll.
- 88% of pupils are baptised Catholics.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds and of those who speak English as an additional language is below average.
- The number of pupils entering or leaving the school other than at the normal time is above average, especially at Key Stage 2.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Embed and consolidate the new 'Come and See' programme of religious education and continue to develop staff confidence, accuracy and consistency with regard to assessment.
- Increase opportunities for independent learning, by creating greater challenge for all learners.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The mission statement is at the heart of the school community. All pupils are familiar with it as 'Live, Love, Learn'. This provides opportunities so that all are able to see God in themselves and others, creating a school where there is respect for revelation and forgiveness.
- Pupils are very well behaved and courteous. They are welcoming to visitors and happy to talk about their school. They are caring and considerate of each other and know this is being part of God's family.
- Pupils respond to the needs of others in their own school and beyond and can articulate their views with confidence, explaining the purpose of fund raising for various charities such as CAFOD, Samaritans Purse, The Martlets Hospice, The Nepal earthquake appeal, Clock Tower Sanctuary and the local Rocking Horse charity.
- The school environment reflects its Catholic identity. Displays and artefacts are of a good quality; they enhance the learning environment and show the importance of religious education, prayer and worship in the school. Pupils show care and respect for the religious artefacts in the school and this is demonstrated by the careful and reflective way they help to prepare the prayer tables for collective worship.
- Pupils are offered opportunities to take responsibilities and are proud to be of service to their school and to help others. Older pupils act as 'buddies' to younger pupils and contribute to school life through their role on the school council.
- The parish priests are frequent visitors to the school, celebrating liturgies and supporting the religious education curriculum. The school has very good links with its local parishes and supports the sacramental preparation programme. Parents were especially appreciative of the new opportunity for the new communicants to celebrate together in school.

- The pupils have greatly benefited from the process of restorative justice operated throughout the school to help solve friendship issues. They are able to describe this process and how it helps them.

The quality of provision of the Catholic Life of the school is outstanding.

- The school's mission statement is at the heart of school life. All members of the school community are familiar with it as 'Our purpose is to live, love and learn' and are able to relate it to their school community and values of respect, tolerance and forgiveness. All staff are committed to its implementation across the curriculum and the whole of school life.
- There is a strong sense of community at all levels, evident in the quality of relationships that exist between all colleagues, support staff and pupils. Outstanding leadership from the headteacher, mutual respect between all staff and pupils encourage a supportive, happy school family.
- Pupil behaviour is very good and often exemplary . Pupils are polite and considerate to visitors and each other. A new behaviour policy has been successfully implemented this year. Pupils know that adults in school will help them if they have any problems.
- Programmes of SRE (Sex and Relationship Education) and PSHE (Personal, Social and Health Education) are in place. Good and valued systems of pastoral care provided include, restorative justice, counselling, bereavement support, buddies and sport's leadership. Outside agencies are involved as appropriate.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers at all levels are fully committed to the school's Catholic ethos. The headteacher has a clear vision for the school and he communicates this effectively to all staff. This vision and leadership communicates a strong sense of purpose and the promotion of spiritual development within all, ensuring an inclusive environment in which all are able to reach or exceed their potential.
- Monitoring of the Catholic life of the school forms part of the school self-evaluation and informs the school development plan.
- A good programme of continued professional development supports the Catholic life of the school. This includes training for newly qualified teachers and for teachers who have not previously worked in a Catholic school.
- Governors are very involved in the Catholic life of the school, they work closely together and take an active daily interest in all aspects of school life. They are committed to monitoring the Catholic ethos through work completed by the Quality and Standards Committee, focused school visits; attendance at masses and liturgies and close links with staff.
- The Catholic life of the school benefits from the Deanery Schools' Partnership. Regular moderation meetings are held with a cluster of Catholic schools in the Brighton and Hove Deanery, this provides opportunities for networking and professional development.

- The school is committed to actively engaging with parents who are invited to school liturgies and celebrations and respond very positively. There is a link to the Wednesday Word on the school website. Parental questionnaires returned as part of this inspection and parent interviews were overwhelmingly positive and showed appreciation of the Catholic education the school offers. One parent said, " I feel that my child's relationship with Jesus has really begun now, nurtured by his teacher through prayer and by kindness and gentleness modelled." Another commented, "There is a strong sense of family and community."

COLLECTIVE WORSHIP AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- In the act of collective worship observed pupils participated with an excellent level of interest and engagement, they were very attentive and prayerful.
- Pupils are able to participate fully in a number of key events and liturgies which celebrate the liturgical year. There is an active response to all invitations to celebrate through music, readings and drama. One parent said, 'We all enjoyed a very powerful and moving liturgy before Easter, reflecting on the Stations of the Cross; very creative, engaging and prayerful.'
- The pupils enjoy collective worship. Their response in both small and large prayerful gatherings is respectful, reverent and reflective.
- Pupils have opportunities to plan class collective worship by choosing suggested activities based on different parts of the liturgy and with the class teacher are able to choose the Gospel reading. Key Stage 1 pupils described their classroom prayer time as 'calm' and 'special'.
- Pupils respect those of other faiths and understand the need to include them while respecting their differing beliefs. Pupil conferencing talked about how the pupils felt they could learn from their peers. One pupil said confidently that, "No-one feels left out in religious education lessons," explaining how her Hindu friend shared her religion with others in class.

The quality of provision for Collective Worship and Prayer Life is good.

- The whole school assembly, led very ably and knowledgeably by the headteacher provided an excellent prayerful and learning environment. All staff participated enthusiastically providing effective role modelling.

- Prayer and collective worship are at the heart of school life. Pupils start and end the school day with prayer, prayer is also an integral part of staff and governing body meetings.
- Good quality prayer focus areas are clearly in evidence in every classroom. These have attractive, child appropriate resources and artefacts and reflect the liturgical season. Pupils show ownership by choosing display items, adding their own prayers and arranging these at the start of religious education lessons.
- Pupils plan and confidently lead their own collective worship through a well planned programme of masses, assemblies and a variety of celebrations.
- Pupils speak positively about school assemblies. One pupil said, " Assembly stays with you all day. It's not just something that happens in the hall." Another child said that assembly is one of his 'favourite things about school'.
- The rosary club has proved very popular with the pupils who enjoy the opportunity to pray with Sister Cecile.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- All leaders, inspirationally led by the headteacher, are committed to excellence in prayer and worship as part of the daily Catholic life of the school. Opportunities are provided for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of good quality worship experiences.
- The parish priest supports the school by celebrating mass and by liaising with the religious education subject leader regarding collective worship activities linked to the liturgical year.
- Good strategies are in place to monitor many aspects of collective worship and through pupil conferencing pupils are able to express their views about aspects of the prayer life of the school.
- The school has rightly identified the need to develop meditation with pupils and further develop written prayer opportunities.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils make good progress overall and achieve well in religious education. This is evident in pupils' written work and oral responses in lessons.
- Most groups receive appropriate support and challenge to achieve their full potential. Pupils with special educational needs are effectively supported and encouraged by classroom adult assistants.
- Pupil conferencing indicates that the pupils are fully engaged in their learning in religious education and both behaviour and attitude to learning are consistently good.
- All pupils talk enthusiastically about their religious education lessons, can identify work they are proud of in their books and talk about it. Upper Key Stage 2 liked the reflective nature of the questioning where everyone could contribute in discussion without feeling that they were wrong.
- The pupils enjoy the different activities used to enhance the teaching of religious education particularly drama, movement, art and music.
- In lessons observed pupils achieved best when they were actively enquiring and demonstrating very good levels of independence.

The quality of teaching and assessment in Religious Education is good.

- Lessons observed were at least good with some outstanding practice. The best practice showed good pace, subject knowledge and good open ended questioning skills encouraging pupils to think deeply about spiritual issues. There is a climate of enquiry and opportunities to ask 'big questions'.
- An outstanding lesson, with a well established learning environment and clear routines, allowed the children to feel confident and comfortable. They happily answered and, more importantly, asked searching questions.
- A wide range of resources, including CAFOD support materials, were used effectively in all lessons observed.

- Assessment in religious education has been a focus since the last inspection and there is a more consistent approach across the school. Topics are assessed in line with the diocesan programme which is supported by deanery moderation.
- Marking is regular and affirmative. Where pupils are given time to respond to teachers' comments and questions it enables them to reflect more deeply on their work and extend their learning. This good practice should be consistently applied across the school.
- Achievement and effort are celebrated and pupils are aware of levels and targets.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The school uses the diocesan recommended 'Come and See' programme of religious education. Curriculum time allocation is in line with the requirements of the Bishops' Conference.
- Leaders and managers are committed to the school's mission and to ensuring that religious education is at the heart of the school curriculum.
- The school has introduced a good system of monitoring and evaluation of religious education. This includes book and planning scrutiny, paired lesson observations, and a developing assessment programme.
- The strong and enthusiastic religious education subject leader has accurately identified areas for development. She is working closely and supportively with staff and benefitting from deanery networking to improve standards in religious education.
- Governors effectively fulfil their role of support and challenge. They are well informed regarding religious education and standards in the school. Religious education is monitored by the Quality and Standards Committee and is regularly included in the headteacher's report.
- Religious education receives a generous budget allocation in line with other core subjects.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2