



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**Our Lady of Lourdes Catholic Primary  
School, Carnforth**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**Our Lady of Lourdes Catholic Primary School**

**Address:**

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Carnforth  
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**School URN:**

**119618**

**Headteacher:**

**Mrs Elizabeth Kendall**

**Chair of Governors:**

**Mr Edward Hart**

**Lead Inspector:**

**Mrs Frances Wygladala**

**Team Inspector:**

**Mrs Angela Hill**

**Date of Inspection:**

**October 12<sup>th</sup> 2017**

## INFORMATION ABOUT THE SCHOOL

Our Lady of Lourdes is a Catholic voluntary aided primary school in Carnforth, Lancashire. The school serves the parishes of Our Lady of Lourdes, St Mary's, Yealand and St Mary of the Angels, Bolton-le-Sands in the Diocese of Lancaster. It is a smaller than the average-sized primary school with 83 pupils currently on roll, of whom approximately 23% are baptised Roman Catholic. It serves an area which has high socio-economic deprivation where nearly all pupils are White British. A greater than average proportion has special educational needs, there is a high percentage of disadvantaged pupils, above the national average, and pupil mobility is high. There are significantly more girls on roll than boys, 50:33. Pupil's attainment in RE on entry is significantly below the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	6	11	17	8	17	12	12	83
Catholics on roll	2	2	5	1	3	4	2	19
Other Christian denomination	3	7	8	4	6	5	10	43
Other faith background	1							1
No religious affiliation		2	4	3	8	3		20
No of learners from ethnic groups	1							1
Total on SEN Register	1	1	3	2	5	4	3	19
Total with Statements of SEN			1	1	1		1	4

Exclusions in last academic year	Permanent 1		Fixed term	
Index of multiple deprivation	D (49%)			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of Lourdes Church, Carnforth	7
St Mary's, Yealand	3
St Mary of the Angels, Bolton-le-Sands	1

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	7	7	7.5	7.5	7.5	7.5	49
% of teaching time	20%	22%	22%	25%	25%	25%	25%	23%

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

<b>STAFFING</b>	
Full-time teachers	4
Part-time teachers	1
Total full-time equivalent (FTE)	4.8
Classroom Support assistants	7
Percentage of Catholic teachers FTE	60%
Number of teachers teaching RE	5
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	1

<b>ORGANISATION</b>	
Published admission number	17
Number of classes	4
Average class size KS1	27
Average class size KS2	24

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016</b>	<b>Current financial year 2017</b>	<b>Next financial year 2018</b>
Total expenditure on teaching and learning resources	£6000	£6000	£5000
RE Curriculum allowance from above	£250	£300	£300
English Curriculum allowance from above	£500	£500	£300
Total CPD budget	£2650	£2000	£1500
RE allocation for CPD	£1000	£500	£500

<b>How the school has developed since the last inspection</b>
<p>All recommendations for improvement since the last inspection have been actioned and are having a positive impact on raising standards in Religious Education and on access to and participation in prayer and liturgy opportunities.</p> <p>A broader curriculum has been introduced where pupils can achieve greater depth across both attainment targets.</p> <p>Response marking has been developed and pupils are well aware of how to improve their work.</p> <p>The school works hard developing the relationships with the parishes it serves, family masses are held in all three parishes and the school populates display boards in the parishes as well as sharing information on newsletters.</p> <p>The school has excellent capacity for sustained improvement. The commitment of staff and governors illustrate the capacity to improve further.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

2

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

2

### OVERALL EFFECTIVENESS

Our Lady of Lourdes is a good Catholic school with many outstanding features. It is very welcoming and has inclusion for all as a central goal and shared vision. Pupils enjoy attending the school and they have positive attitudes to learning. Pupils deepen knowledge of their faith throughout their time in school and increase their understanding of other faiths. The school lives out its Mission Statement daily and it is evident that 'pupils feel safe and secure and that Our Lady of Lourdes is an exciting place to learn and grow in Christ'. Governors from all three parishes play a significant part in leading the direction of the school in the communities it serves. Recommendations since the last inspection have been actioned.

The quality of provision for the Catholic Life of the school is outstanding. The commitment from governors, staff and parish clergy to support pupils and families in their prayer life and growth in faith is a priority. Staff and governors set good examples, are proud of their school and work hard together as a team. The spiritual, moral, social and cultural development of pupils is outstanding and has a positive impact on everyday life at Our Lady of Lourdes. This can be seen through pupils' responses to each other and to the notion of the common good and justice in the world. Gospel values permeate school life and pupils are helped to grow in faith.

The Prayer and Liturgy opportunities offered are outstanding; pupils act with reverence and join in prayers confidently, they sing with great enthusiasm. Pupils focus on relating Gospel stories to their lives today to 'make a difference' to the way they live.

The quality of Religious Education (RE) is good with outstanding features; teaching is consistently good or better and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and progress well in their learning. Teachers have good subject knowledge in RE, enabling pupils to enjoy and achieve well in their RE lessons. Leaders and managers have robust monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners regardless of their starting points – many of which are very low. Staff are well supported by senior leaders and the Parish Priest and they benefit from meeting with other local schools regularly to moderate RE work.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

Continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by

- Analysing the baseline when pupils enter school (in Nursery or Reception) and sharing termly progress with governors.
- Continuing to improve the teaching and assessing of RE to ensure consistency throughout the classes.
- Reporting RE standards termly to governors alongside the other core subjects in the Headteacher's report.
- Embed the planned Human Relationships and Sex Education (HRSE) into the curriculum.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

All priorities since the last inspection have been successfully addressed. The excellent leadership and commitment of staff and governors illustrates a capacity to improve further. The school's capacity for sustained improvement in all areas is outstanding because of rigorous and accurate self-evaluation leading to clear, challenging targets and appropriate priorities.

## PART A: CATHOLIC LIFE

### 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
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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The Catholic Life of the school is outstanding. Our Lady of Lourdes is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and where pupils flourish. Christ is at the centre of the school community at Our Lady of Lourdes and Gospel values permeate through all school life. Pupils are at the heart of an embedded culture of care, concern and nurturing promoted by governors, leaders and the whole staff team. Pastoral support for vulnerable children and their families is a priority.

Pupils are proud to be members of Our Lady of Lourdes Catholic Primary School and are well behaved. Pupils treat others with respect and acknowledge that their behaviour always has consequences. During a conversation, one pupil stated 'we should think of others who don't have as much as we do and support charities because Jesus would want us to treat others as we would like to be treated'. Pupils are reflective and respectful of those with beliefs different to their own: every year during a focused fortnight there are opportunities for pupils to learn about other world faiths and cultures. They are aware of the needs of other people and seek to support them for example by fund raising for different charities both locally and globally. During Christian Unity week, guest speakers are invited into school to share their beliefs and pupils are able to comment on the similarities and differences of Christians.

Continued professional development is effective and staff meet regularly with local schools to moderate work in year groups, for example the recent shared INSET with Sr Judith Russi SSMN on 'The Impossible Call' and regular spiritual retreats.

The Parish Priest enjoys leading regular 'big question' sessions for pupils and staff and he is often in school enhancing the provision for the Catholic Life. All pupils are assisted and supported in their prayer life and enjoy school Masses and liturgies. Pupils from an early age are involved in preparing liturgies, as observed in Foundation Stage where a pupil set up the room for worship with religious artefacts and all pupils witnessed the importance of sharing.

Prayer and Liturgy are central to the whole school community and a key part of every school celebration. The recent jubilee Year of Mercy was well planned for, and liturgies based on the Corporal Acts of Mercy continue to be a focus during a dedicated fortnight each year. Every class has a focus area dedicated to Prayer and Liturgy that is well resourced, as well as a prayer room for the whole school to use. Discussions with pupils demonstrate their understanding of the importance of key celebrations throughout the liturgical year, for example Advent, Christmas, Lent and Easter.

Governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school and hold an annual 'vision evening' to reflect on the mission and aims of the school. They have high expectations and are actively working together to share the Gospel values which underpin all aspects of school life. The governing body appreciate the opportunity to share and reflect on the spiritual focus of the termly meetings provided by the diocese. The headteacher and subject leader provide a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. Leaders and managers ensure that parents have a thorough understanding of the school's mission, as shown in the positive responses to parent questionnaires and discussions with staff and governors.

Nurtured within the school's strong Catholic ethos, pupils are confident in, and are ready to express their own views and beliefs, whilst showing openness and a tolerance of others; the excellent use of discussion or floor books are evidence of this. Pupils contribute to and benefit greatly from the Catholic Life of the school, which fully embraces '*For you are precious in my eyes*'. Pupils are provided with a wide range of experiences in which they are able to express their faith, for example through Masses, a Christingle service, praying the Rosary, the Little Way Week, Christmas concerts, the Jesus and Me lunchtime club, sorry services, Stations of the Cross and the opportunity to receive the Sacrament of Reconciliation in Advent and Lent. Gospel values are given a high priority within the weekly awards assembly, for pupils who show them and also for being kind, caring, considerate and showing good manners. Pupils, supported by parents and staff, have raised money for many charities, for example CAFOD, Christies and the shoe box appeal for Christmas.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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Pupils at Our Lady of Lourdes clearly enjoy RE and have a very positive attitude towards their learning, this was evidenced in the pupil questionnaires and interviews. During observations the pupils demonstrated high levels of knowledge and understanding; pupils spoke enthusiastically about RE lessons and discussed many aspects of the RE curriculum evidenced in their books.

The quality of teaching is at least good and often outstanding. In a Year1/2 lesson observed during the inspection, most pupils were able to recognise the symbols of Baptism and one pupil described Baptism as, 'When we are welcomed into God's family.' Another pupil was able to link the pouring of water over the baby's head, to previous learning about Noah and the flood, when God sent the flood to wash away 'the bad.' The teachers use a variety of imaginative and well planned strategies which

ensures the pupils are engaged. In an excellent Year 5/6 lesson observed, the teacher used a 'Teach, Believe, Behave' strategy which encouraged the pupils to really reflect on their learning about 'The Prodigal Son', and apply it to their own behaviour. One pupil shared an example of redemption which he had heard on the news about a robbery. He concluded the story, 'Even though the robber had shown he was sorry, he still went to jail, because you still have to pay for what you've done.' The teacher's use of personal experiences created an atmosphere of openness and humour which led to the pupil's honest engagement and deeper understanding of Reconciliation.

Marking in RE is effective and responsive, creating a dialogue with the teacher and informing assessment towards the Attainment Targets. Rigorous monitoring, including lesson observations, work scrutiny and Prayer and Liturgy observations, ensure the growing consistency of excellent teaching across the school. Moderation of RE work is carried out at staff meetings and cluster meetings with other Catholic primary schools; the RE subject leader also attends the annual diocesan moderation meeting.

The RE lessons are supported through art and drama to vary the experiences for pupils. Recording of work is very imaginative, for example, through the use of 'Discussion Books', when the pupils recorded thought bubbles which are then displayed in a whole class book.

On entry to Foundation Stage, baseline assessment of children shows that most have little knowledge or understanding of the Catholic faith, or of its traditions. Absence of effective analysis for baseline and termly assessments prevent teachers from reporting on the very good progress that the children make in Foundation Stage, especially with the addition of the new nursery provision. Most pupils continue to make good progress through Key Stage One and enter Key Stage Two generally with their understanding in line with national expectations. This good progress is maintained so that by the end of Key Stage Two, standards in RE, are consistently high and the inclusive nature of the school is reflected in the high attainment of Pupil Premium and SEND pupils. The headteacher and RE subject leader regularly analyse collected data to produce actions which inform the School Improvement Plan and the professional development needs of staff. Governors would benefit from the RE standards being shared termly alongside the other core subjects in the headteacher's report.

The RE curriculum at Our Lady of Lourdes is creative and exciting. Leaders and managers place high importance on RE and the introduction of new resources has added breadth and balance to the curriculum, for example Caritas in Action, CAFOD Universal Church units and the regular visits from the very engaging Parish Priest, allow the pupils to explore the 'Big Questions' in life with their teachers. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment; these include displays in the hall, in classes and around the school.

Governors and leaders are well aware of the requirements of Catholic curriculum RE. They are committed to the school's Catholic Mission and to its place in RE. The RE subject leader has worked with the staff to develop a curriculum with a firm foundation reflecting the RE Curriculum Directory and the Diocese of Lancaster Curriculum Framework and provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. There are plans to embed the recently introduced Human Relationships and Sex Education (HRSE) into the curriculum.

The use of support staff is very effective, they support individual pupils to keep on task and work with larger groups, for example, making Baptismal Candles, to consolidate pupil's learning.

Communication with parents is good; parents appreciate the work of the school, as shown in the parents' questionnaires submitted to the diocese for the inspection. Newsletters are shared on a regular basis, keeping everyone informed of parish and school events. Almost all state that their children are happy in school and that they are made to feel welcome.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>