



# Our Lady of Lourdes Catholic Primary School

URN: 102040

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

28–29 September 2023

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission

#### Religious education (p.5)

The quality of curriculum religious education

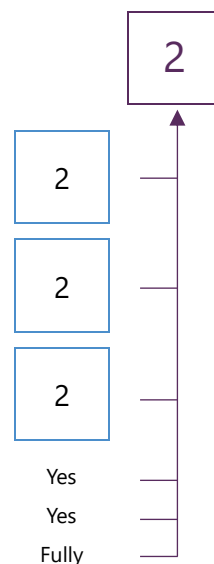
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## What the school does well

- Parish links are strong and as a result there are many opportunities for the spiritual and moral development of staff and pupils.
- Induction processes are effective and ensure all staff even those new to Catholic Education have strong subject knowledge.
- Teachers’ creative planning ensures that pupils enjoy their learning and as a result, teaching is consistently good.
- Pupils work well with others to prepare engaging experiences of prayer and liturgy; pupils’ behaviour and attitudes are good.
- Leaders work well with families; offering curriculum support and opportunities to support the developing prayer life of pupils.

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## What the school needs to improve

- Make Catholic Social Teaching explicit for pupils and develop learning opportunities throughout the wider curriculum.
- Extend learning for the more able pupils by using assessment processes effectively to plan next steps.
- Enable pupils to experience a wider variety of ways of praying that are part of the Catholic tradition.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

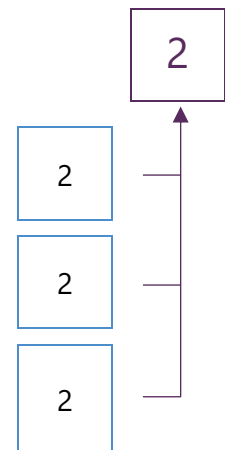
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

The quality of provision for the Catholic life and mission of the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are proud of their Catholic school. They know the life story of their class patron saint and can relate this to their everyday lives. They understand how they are expected to live out their school's mission daily. Pupils feel happy, confident and secure. They feel cared for and valued and they know they can approach adults if they need to talk. Pupils understand that they have a responsibility to care for their environment and can link this with Pope Francis' teaching in his encyclical *Laudato Si*. Pupils reflect on global issues and understand that they have a duty to care for those in need. The harvest festival assembly provided pupils with opportunities to work with the local Church of England vicar and support St. Paul's food bank. Pupils have chosen to support 'Young Minds', a national charity that supports people experiencing poor mental health. They also support the work of CAFOD and respond to global crises. Pupils demonstrate respect for those from other faiths and none. For example, in a Year 1 lesson on Baptism where pupils brought in photos of their baptism, all pupils were included and invited to bring in photos of a special time in their lives. The parish priest is a regular visitor in school. His visits are warmly anticipated and thoroughly enjoyed by pupils.

The mission statement is clear, meaningful, revisited regularly and widely known. The school's mission is rooted in Gospel values that underpin the actions of staff and pupils. Staff know the mission statement and endeavour to ensure it is reflected in their daily lives. The impact of this is evident in how well they work with vulnerable pupils and their families. The welcoming environment and open-door approach is appreciated by parents who have commented on the support they receive from school leaders. Families from all faiths are welcomed in this school. There is a culture of support and collaboration among staff. The school's displays reflect that Christ is at the centre of this school and the spaces invite prayerful contemplation. The parish priest offers his services willingly and generously. He often visits assemblies to speak to pupils about scripture and pupils visit the church on a regular

basis. The provision of relationships and sex education (RSE) meets both statutory and diocesan requirements and is faithful to the teachings of the Church.

Leaders have recently revisited the mission statement to ensure its relevance for the school community. They are determined to ensure the school's mission reflects that Christ is at the centre of this welcoming school. All policies and documents support this ethos. Leaders appreciate their partnership with the diocesan adviser, ensuring that staff are well supported and avail of diocesan training. The school successfully engages with parents. Leaders care for the most vulnerable and those in need by allocating effective resources, including staff, to help pupils achieve. Leaders are committed to ensuring the well-being of staff who feel appreciated and valued. The curriculum for religious education is well planned and thorough, however Catholic Social Teaching is not yet embedded throughout the whole curriculum. There are missed opportunities to make links in the wider curriculum and reinforce Catholic Social Teaching. Governors contribute to the Catholic life of the school; they are committed and conscientious. Leaders are committed to supporting new staff, induction is highly effective and enables all staff to participate in and contribute to the Catholic life and mission of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

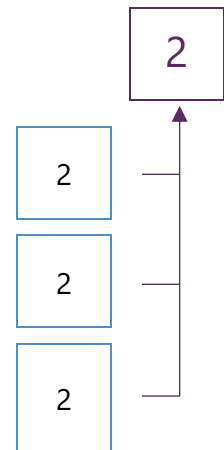
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are learning using a resource that is planned to meet the requirements of the *Religious Education Directory* (RED). This resource is well adapted and creatively implemented as a result of thorough planning meetings for each topic. Pupils make good progress; prior learning and making links with what they have already learnt is a strength of the school. Most pupils demonstrate that they are articulate and have a sound knowledge of topics taught. They can relate the learning in class to their everyday life. Key vocabulary is taught effectively and as a result, pupils are confident using this vocabulary to articulate learning. Pupils are proud of their special books and their work is well presented. They are very engaged in lessons, enjoy their learning and are enthusiastic in their responses. Pupils can reflect on their learning in class demonstrating a sound understanding. However, they are not always clear about what they need to do to improve their work. Pupil outcomes in religious education are comparable to other core curriculum subjects.

Teachers subject knowledge is strong. Teachers have a thorough understanding of how pupils learn and they plan creative lessons accordingly. In an observed Year 5 lesson, the teacher cleverly created a space for reflection on sacramental participation by asking the class in the story corner to consider a boy who might be sad because nobody came to his special party. Pupils related to this in an effective manner. In an Early Years lesson the teacher arranged photos of every child in her class around Jesus to demonstrate God's family. Lessons observed were creative and engaging for pupils. Teachers communicate the importance of religious education by ensuring books are well presented and celebrate the patron saint of the year group. These saints are chosen to reflect the diversity of the school. Teachers use effective questioning techniques to identify where pupils are in their understanding and to revisit prior learning. Individual personal feedback is offered in class and pupils respond as appropriate. However, planning is not always linked to pupils' current assessment and as a result there are missed opportunities for some pupils to make strong progress. Teachers provide

opportunities to meet the differing needs of pupils with SEND by adapting lessons and in the most effective practice, making use of additional adults.

Leaders ensure that the religious education curriculum accurately meets the requirements of the Directory. The resourcing of religious education is comparable to other core subjects. Staff have received professional development that impacts positively on teaching and learning. The subject leader is generous with her time and effectively supports colleagues new to Catholic education. This results in teaching that is consistently good. The subject leader works with each year group to ensure progression is well planned throughout the school. She supports colleagues to effectively plan for pupils with additional needs so they can access learning in religious education. Leaders have engaged an external consultant to support staff and develop creativity. This is having a positive impact on teaching and learning in religious education. Governors are frequent visitors to the school. They know their school well and offer challenge and support to leaders.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils in Our Lady of Lourdes Catholic Primary School enjoy joining in community prayer and enhance their liturgy with enthusiastic singing. They are regularly offered many rich and engaging opportunities for prayer and liturgy. Pupils lead liturgy with confidence, they can reflect on their experiences of prayer and liturgy and use this information to adapt their planning. Relevant scripture is used effectively and pupils can reflect with maturity on the significance of the passages chosen. Pupils enjoy leading on prayer and liturgy and write meaningful bidding prayers. However, they do not always engage in a variety of ways of praying. They clearly understand the Church's liturgical year and demonstrate their knowledge of how it influences the prayer life of the school. Prayer spaces reflect the colours associated with the liturgical year. Pupils plan liturgy and ensure scripture is linked to seasons and events. For example, the harvest festival assembly focused on Matthew 14:13-21 where Jesus feeds the five thousand. Pupils were encouraged to consider this miracle and reflect on their donations to St. Paul's food bank. This ecumenical work was highlighted during assembly by the parish priest as work of significance for the school community. The strong parish and school links are a strength of this school. Pupils are clearly well instructed in the preparation of prayer and liturgy; in an observed Year 1 liturgy, pupils had an opportunity for silent prayer when a cross was passed around the circle for the pupils to practise reflection and gratitude.

The subject leader for religious education uses her music talents to enhance hymn practice and Masses at which the pupils sing enthusiastically and joyfully. Staff including senior leaders are models of good practice for the whole community. All staff contribute joyfully during prayer and liturgy. The head teacher has developed outside prayer spaces to encourage prayerful reflection. Gardens have been planted and statues of Our Lady have pride of place, reminding everyone of the school's charism. Families are invited into school on a regular basis to attend coffee mornings and participate in the

prayer life of the school. Forty-seven surveys were returned and were overwhelmingly positive. Families told us that they appreciate these events.

Our Lady of Lourdes has an effective policy for prayer and worship. Pupils are taught a range of traditional prayers as they progress through the school. Leaders have planned the school calendar well to include Masses on relevant saints' days and liturgy at celebratory times of the year e.g., Harvest Assembly. The parish priest celebrates the sacrament of reconciliation with the school community during Lent and Advent. Staff regularly receive training to lead liturgy and prayer in school and are well supported to develop their practice. New staff and those new to Catholic education feel very well supported to develop their leadership of prayer and liturgy, however this is yet to be fully embedded within pupil led prayer and liturgy. The outside area lends itself to quiet contemplation and prayer. High quality and accessible resources are available for pupils, and this encourages them to lead high quality prayerful experiences for their peers.



## Information about the school

Full name of school	Our Lady of Lourdes Catholic Primary School
School unique reference number (URN)	102040
School DfE Number (LAESTAB)	3083504
Full postal address of the school	Our Lady of Lourdes Catholic Primary School, The Limes Avenue, London, N11 1RD
School phone number	02083610767
Headteacher	Gillian Hood
<b>Chair of Governors</b>	Nicola Madigan & Emma Harvey
School Website	<a href="http://www.ololschool.enfield.sch.uk">www.ololschool.enfield.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2017
Previous denominational inspection grade	Good

## The inspection team

Evelyn Ward  
Linda McDonald

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

