

Our Lady of Lourdes Catholic Primary School

URN: 101545

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

25–26 January 2024

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

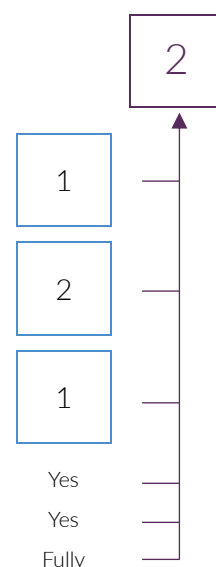
Collective worship (p.7)

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

- There is a strong community of faith, with a flourishing home-school-parish partnership where all are valued.
- The school's exceptional physical environment celebrates the Catholic ethos and inspires pupils to be aspirational in all they do.
- The mission statement, 'Growing together in faith, hope and courage, we inspire each other, learning to continue Christ's mission' is lived out, and pupils show their understanding of it by making links to actions in their own lives.
- Pupils are proud ambassadors of their Catholic school; they enjoy religious education lessons, and behave exceptionally well, resulting in a deep understanding of their faith.

- Pupils value the opportunities they are given to serve others and actively participate in their ministries through their excellent understanding of the principles of Catholic Social Teaching.

What the school needs to improve

Ensure that a consistent system of assessment of pupils' learning in RE develops their independence and informs teachers' planning so that all pupils achieve the best outcomes.

- Further refine the strategy for prayer and liturgy as pupils progress through the school with rigorous monitoring and evaluation by leaders and pupils to ensure that pupils' experience of prayer continues to be of the highest quality.
- Embed Catholic Social Teaching across the school so that pupils are given further opportunities to be proactive in finding ways to respond to the needs of others.

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 at Our Lady of Lourdes know, understand and live the school's mission: 'Growing together in faith, hope and courage, we inspire each other, learning to continue Christ's mission'. Through membership of the liturgical team and the Mini-Vinnies, pupils actively search out opportunities to grow in virtue, pursue the common good and serve those in need. One of the duties of the liturgical team is to help younger pupils in planning liturgies. A member of the team explained, 'I wanted children to feel closer to God'. Pupils talk positively about the difference they make to their local, national and global communities, and they understand the theology underpinning their actions. Opportunities to serve include donations to the local food bank, fundraising for Cafod as well as The Passage and St Mungo's charities for the homeless. The Mini-Vinnies are currently researching four different charities in order to choose one to support in their next project. Pupils' behaviour is exemplary, showing a deep respect for their own personal dignity and others. Pupils can clearly express the understanding that they are made in the image and likeness of God, and they are confident about expressing their relationship with Him. Even the very youngest children in the school are able to demonstrate their growing faith. All pupils demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths.

Our Lady of Lourdes excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated, 'I would just like to thank you for taking care to show children that God is the centre of our lives.' A member of staff stated that the Catholic life of the school 'is at the heart of all that we do. It runs through the whole life of the school and is a positive influence on the culture and ethos of the school community.' Staff embrace the mission of the school, which is encapsulated not only in their relationships with

each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. One parent reflected that her children 'find prayer joyful' and that the children 'recite prayers they have learnt or spontaneously sing hymns they have learnt at school'. The school environment bears exceptional witness to its Catholic identity, with central displays focusing on the principles of Catholic Social Teaching, in addition to other areas, which give pupils the opportunity to see themselves reflected in high-quality images, inspiring them towards aspirational goals in fulfilling God's mission for them. The provision for relationships, sex and health education is carefully planned and meets all statutory requirements. The programme is well-resourced and promotes a holistic vision of the human person.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of the people it serves. They ensure that all policies reflect the Catholic mission and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The leadership team show their commitment to the principles of Catholic Social Teaching through the provision of a planned curriculum in this area. Leaders and governors work closely with the diocese, attending training and enthusiastically responding to diocesan policies and initiatives. Leaders are highly committed to the further development of all staff. For example, retreat days are prioritised to enable staff to grow in their understanding of the importance of spiritual and moral development in the Catholic life of the school. Leaders and governors recognise the parish as being central to the Catholic life of the school, and there is a flourishing partnership with the local parish. A vibrant parent engagement strategy comprising weekly newsletters, ensures that parents are kept well-informed about key events in the Catholic life of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

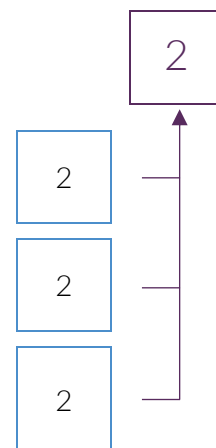
How well pupils achieve and enjoy their learning in religious education

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 developing secure knowledge, understanding and skills in religious education, reflecting the learning required by the *Religious Education Directory*. The 'Look, look, look' strategy is used effectively at the beginning of each lesson to revisit prior learning. Pupils demonstrate a good knowledge of scripture, which is integral to lessons. Older pupils can analyse and compare Bible passages. Younger pupils often remember and recite Jesus' words in class discussions. A Year 1 pupil, in retelling the story of Zaccheus, recalled Jesus words, 'Hurry down, Zaccheus. I want to stay with you.' Pupils' behaviour during lessons is excellent and they enjoy learning. They use subject-specific vocabulary seamlessly during class discussions and can relate learning in lessons to their own lives. Pupils can work both collaboratively and independently, ensuring good progress in lessons. Effective adult support and good visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is at least as good as in other core subjects. Creative learning methods enhance pupils' engagement and allow them to explore their learning through a variety of media including art, music, drama, and dance. Pupils are very proud of their RE books and can recall their learning over time. Although pupils can talk about their work in religious education, they are not yet able to articulate what they need to do to improve their work in the subject.

Teachers are committed to developing their subject knowledge, and they appreciate the influence religious education has on pupils' moral and spiritual development. Pupils are regularly led into periods of reflection as part of their lessons, and they value these opportunities. As a result of regular professional development, through diocesan courses and support from the RE subject leader and head teacher, teachers have grown in confidence in delivering the scheme of work's content. Scripture is used as a focus in lessons and pupils are encouraged to link its message to their daily lives. Teachers' questioning encourages pupils to delve deeper into their

theological understanding to maximise learning. Pupils' books are well-presented and are a testament to the use of creativity and extended writing in lessons. Dedicated spaces for reflection and prayer, available in the classrooms, throughout the school, in the chapel and the prayer garden, promote pupils' growing spirituality. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. One parent commented, 'Religious education runs like a golden thread between curriculum, activities and aspirations for the children.'

Leaders and governors have ensured that the religious education programme faithfully delivers the curriculum set out in the *Directory*. They have ensured that religious education enjoys a parity with other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader ably supports staff in planning and delivering the scheme of work so that, over time, sustained improvement in the quality of teaching and learning has occurred. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and head teacher. Thorough planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, additional adults in class are highly effective in supporting vulnerable pupils to achieve. In speaking about their RE lessons, older pupils are 'thankful for the opportunities to grow closer to God'. Action plans are shared with governors so that priorities are implemented, and the impact analysed. The parish priest, as link-governor for religious education, visits the school regularly, providing a clear and strategic vision for development. Regular monitoring by the school leaders and governors results in accurate self-evaluation which leads to good outcomes for pupils. However, leaders now need to ensure that a consistent system of assessment of pupils' learning in religious education informs teachers' planning so that all pupils achieve the best outcomes.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils engage reverently during daily prayer times and in moments of quiet reflection. They are offered a range of ways of praying, including meditation, silence and reflection, as well as spontaneous and traditional prayer. Whole-school acts of worship are a testament to the school's identity and mission. Scripture is central to prayer and is used meaningfully to deepen pupils' experience of prayer. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of a high standard; they readily and enthusiastically sing hymns which complement liturgies. High-quality prayer spaces are provided in the classrooms, the chapel and in the prayer garden. The prayer life of the school follows the liturgical year. The rosary is recited in the prayer garden during the months of October and May. Mass is celebrated on feast days and holy days. Pupils enthusiastically participate in the celebration of Mass and speak proudly about their ministry as altar servers. They work well with others, such as teachers and other pupils, to prepare and lead prayer and liturgy sessions. During a Year 6 liturgy in the chapel, a pupil offered their definition of community as 'different people from different races and backgrounds coming together in compassion and love'. Another pupil observed, 'Jesus wants us to build a better community full of love.'

The school is a prayerful community. Prayer supports and nourishes all members of the school community and pupils draw inspiration from the lives of the saints and other figures in the Church, quoting Mother Teresa and Pope Francis during liturgies. Designated prayer areas provide a focus for prayer in each class. Pupils can say their daily prayers with confidence and reverence. Pupils in Year 1 were able to offer many explanations as to why Jesus is the light of the world: 'He is always there for us; He loves everyone; He protects us; He is our Saviour'. Prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper

understanding of the Gospel message and the call to serve. Music is central to prayer and liturgy and pupils are eager to contribute their gifts. The school's excellent partnership with the local parish priest ensures that pupils participate in the breadth and richness of Catholic tradition. Staff are excellent role-models for pupils, participating fully, with reverence and commitment. Class collective worship books record that pupils are given regular opportunities to lead liturgies and understand how to reflect meaningfully on their experiences.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. Leaders support staff to lead appropriate prayer and worship through clear guidance in the collective worship policy and by the allocation of appropriate resources. Diocesan resources using the four elements (gather, word, response, mission) are used to plan and prepare liturgies, encouraging pupils to 'go forth' in action as followers of Christ. The school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist on holy days and feast days. Leaders now need to further refine the strategy for prayer and liturgy as pupils progress through the school. Parents are welcome to attend assemblies, liturgies and Masses. Adoration of the Blessed Sacrament has been introduced for older pupils. The Sacrament of Reconciliation is offered during Advent and Lent. Governors prioritise a generous budget for resources, for developing prayer areas such as the new chapel and prayer garden and for providing professional development for staff. Staff are given the opportunity to attend relevant diocesan courses, deanery meetings and moderation days. As a result, staff are competent in leading prayer and liturgy in the classroom and in whole-school worship. One parent, reflecting on the impact of the school's provision for prayer and worship commented, 'the school encourages and contributes to the moral life of my children.'

Information about the school

Full name of school	Our Lady of Lourdes Catholic Primary School
School unique reference number (URN)	101545
School DfE Number (LAESTAB)	3043508
Full postal address of the school	Our Lady of Lourdes Catholic Primary School, Wesley Road, Hillside, Harlesden, London, NW10 8PP
School phone number	02089615037
Headteacher	Marie Halpin
Chair of Governors	Myranda Devonish/Veronica Officer
School Website	http://www.lourdes.brent.sch.uk/
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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Norah Flatley
Angela O'Hara

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