



THE CATHOLIC DIOCESE OF  
**ARUNDEL & BRIGHTON**  
EDUCATION SERVICE

## DENOMINATIONAL CATHOLIC SCHOOL INSPECTION REPORT

Our Lady of Lourdes Catholic Primary School

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School Unique Reference Number: 114544

Headteacher:	Mr Paul Barber
Chair of Governors:	Mrs Mel Fane
Lead Inspector:	Mrs Catherine Walker
Associate Inspector:	Mrs Gill Askham
Inspection date:	18 <sup>th</sup> November 2021
	Previous Inspection: 2
Overall Effectiveness	This Inspection: 2
Catholic Life:	1
Religious Education:	2
Collective Worship:	2

## SUMMARY OF KEY FINDINGS FOR PARENTS/CARERS AND PUPILS

### Our Lady of Lourdes is a Good Catholic school because:

<ul style="list-style-type: none"><li>• The leaders and staff of Our Lady of Lourdes are passionate about their school and ensure every child is known and loved.</li></ul>	
<ul style="list-style-type: none"><li>• The leadership team and governors are clear about the strategic direction of the school and are resolute in their drive to improve standards.</li></ul>	<ul style="list-style-type: none"><li>• All members of the school community, including parents/carers, staff and pupils have a clear understanding of the schools' mission and are whole-heartedly supportive of it.</li></ul>

### Our Lady of Lourdes school is not yet Outstanding because:

<ul style="list-style-type: none"><li>• Assessment procedures need to be consistently applied across the school and understood by staff and pupils alike.</li></ul>	
<ul style="list-style-type: none"><li>• Teaching does not yet provide enough regular opportunities for pupils to develop a greater depth of understanding.</li></ul>	<ul style="list-style-type: none"><li>• Next step marking and feedback does not provide enough guidance for pupils and is not yet consistently applied across the school.</li></ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

Our Lady of Lourdes Catholic Primary School is a smaller than average sized voluntary aided primary school in the Diocese of Arundel and Brighton. It is maintained by the Brighton and Hove Local Authority. The school serves a large mixed catchment area within three parishes:

Our Lady of Lourdes, Rottingdean; Immaculate Conception; Peacehaven and St. Patrick's, Woodingdean. There are 195 pupils on roll, 100 of whom are Catholic. The majority are of White British backgrounds. The proportion of pupils from minority ethnic backgrounds and of those who speak English as an additional language is below average.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop the amount of challenge provided to pupils in lessons so that more regular opportunities are provided for greater depth learning.
- To develop pupil's independent learning during lessons so they are active participants in their learning journey and lessons are less teacher-led.
- To continue to embed a consistent approach to assessment across the school.

# 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 governors 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 extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. Christ is at the centre of the Catholic life of the school. This is clearly evident in the great pride articulated by the pupils for their school.

The Catholic ethos permeates all aspects of school life at Our Lady of Lourdes. Pupils are encouraged to be witnesses to Christ as part of their everyday life in school, and respond with eagerness.

Pupils relate to the mission statement of 'Live, Love and Learn' and can confidently explain the contributions they make to its fulfillment toward serving the needs of others. This is particularly evident in their recent endeavors to support the local food bank. Pupils live out the mission statement in their daily lives and it is prominently displayed around the school's learning environment.

Pupils are justifiably proud of their school and are welcoming and courteous to all. When asked about their understanding of Gospel Values pupils gave key examples. Furthermore, they know how to apply them to the good of the school community. Through opportunities to support charitable events, pupils are made aware of the wider responsibility to 'love one another.'

Our Lady of Lourdes creates many opportunities for pupils to reveal God to each other through their actions and through periods of quiet reflection. Daily prayer is evident across the school and contributes to the school's Catholic ethos. Pupils have opportunities to lead daily prayer in their own classrooms and during Friday Liturgy.

**The quality of provision of the Catholic life of the school is Outstanding.**

Leaders and governors demonstrate a public commitment to the mission of the Church. Governors and the parish are equally committed to reignite the pupil's involvement in the life of the parish.

The parish priest is a regular visitor to the school and his support towards the provision of the Catholic life of the school is greatly appreciated. Every opportunity to facilitate this has been seized upon including, visits to the local convent, Prayers with Mary, weekly prayer groups and parental involvement in Friday Liturgies.

The Headteacher ensures the provision for Catholic life is witnessed in all areas of school life. The mission and ethos of Our Lady of Lourdes are clear from the moment you arrive. The welcome visitors receive, and the exceptional pastoral care given to all members of the school family, reflect the mission of 'Live, Love, Learn.' This was echoed by a number of parents/carers who were very humbled and moved by the love and support shown towards them by the whole school community in recent times. One parent summed this up by stating 'I feel overwhelmed by the love and pastoral support shown to me and my family. I couldn't wish for a better school.'

After a thorough consultation process involving all parents/carers, staff and governors, the school decided to implement the diocesan and Catholic Education Service approved 'TenTen' programme and resources for Relationships and Sex Education (RSHE).

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is Outstanding.**

Leaders and governors are excellent in promoting, monitoring and evaluating the provision for the Catholic life of the school. The continued development of Catholic life by governors and leaders is regarded as the core leadership responsibility. This is evident from the mission statement review, which is starting to empower pupils with the confidence to contribute to pupil voice and to the pupil Religious Education Council.

The collegiate nurturing of pupils, parents/carers, staff and governors allows all pupils to be known and loved. There are highly positive relationships evident across the school.

Continued professional development for staff in all areas of Catholic life is being re-structured according to personal needs and whole school developments.

Amongst governors, leaders and staff, there is confident articulation of what Catholic life is about in terms of daily practical provision, both within the curriculum and in all aspects of pastoral care. Members of staff who were consulted during inspection spoke about their own vision for the school and how this is tangible in terms of everyday practice. They are encouraged and listened to. Consequently, they have an increasing sense of purpose supported by positive challenge and structured planning toward continuous improvement.

Governors have a clearly focused schedule of monitoring visits that take place at regular intervals across the year. All stakeholders work together to ensure that pupils are provided with a good Catholic education. All members of the school community contribute to the School Development Plan so that everyone is able to contribute to the family life of the school and achieve their God given potential.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in religious education.
- The quality of teaching and assessment in religious education.
- How well leaders and governors 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.**

Lessons were observed in every classroom throughout the inspection. In the strongest lessons seen, pupils were actively engaged, were being effectively challenged and teachers had high expectations. This strong practice now needs to be shared across the school and coaching partners established. This will ensure the quality of teaching becomes consistent and enables teachers to move towards outstanding classroom practice.

The deployment of support staff seen throughout the day demonstrated the inclusive approach in every classroom. Every child is known and loved by all the staff at Our Lady of Lourdes. Excellent relationships were articulated through the use of positive praise and encouragement for all. One pupil stated 'every person stands out for their uniqueness and everyone is included here.'

Pupils articulated to inspectors their great pride for their school summing this up by saying they felt 'safe, loved and guided by their positive teachers that brought them happiness and joy.'

Pupils' books are well presented, and pupils demonstrate a sense of value when discussing their work. Pupils unanimously expressed their enjoyment for their religious education lesson. They were able to make clear links to other curriculum areas being taught.

**The quality of teaching and assessment in religious education is Good.**

Teachers are confident in their subject knowledge and know how their pupils learn. As a result, pupils apply themselves well in lessons and make good progress over time.

Good teaching and learning included positive interactions between teachers and pupils brought about by skillful questioning that was both celebratory and developmental. Consequently, pupils were fully involved. Well-prepared content made full use of prior learning.

In all the lessons observed by the inspection team, good teaching and classroom management was clearly evident. In the strongest lessons, challenging questions were posed and pupils thrived on the opportunity to have their religious literacy extended. Pupils would now benefit from increased opportunities for greater depth learning.

In some lessons, there were clearly identifiable progress indicators for pupils offered through the use of success criteria, all suitably differentiated. There was efficient and productive support from learning support assistants. Effective use of time was evident throughout the lessons observed. Standards would benefit from less teacher led lessons and greater pupil autonomy for their learning.

Pupils were confident in applying their religious literacy skills to all aspects of their learning. Teachers use observation and questioning techniques well to adapt explanations and improve learning.

The consistent approach to the teaching of RSHE, the language used and the centrality of love in the school's implementation of the 'TenTen' programme, prepares pupils for their next steps, both within the school and as they transfer on to their secondary school.

**How well leaders and governors promote, monitor and evaluate the provision for religious education is Good.**

The statutory provision for religious education being taught as a core subject is clearly being met throughout all key stages. The religious education leader plans well and supports all her colleagues specifically those who are new to Catholic education and early career teachers.

The religious education leader knows her subject well and keeps her professional training up to date. This is then disseminated to all members of staff. Senior leaders may wish to consider extending the sole leadership of the subject to a religious education leadership team. This would bring further opportunities for staff development and sharing expertise.

Leaders and governors' self-evaluation of religious education is an accurate reflection of the school's strengths and weaknesses, and provides clear evidence of self-challenge. The Headteacher and governors are ambitious in their vision to drive the school forward to achieving outstanding outcomes for all pupils. Leaders have a realistic view of the necessary steps they need to take in order to achieve this.

## COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

### THE QUALITY OF 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.
- The quality of provision for collective worship and prayer life.
- How well leaders and governors 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 Good.**

Worship is a daily aspect of all pupil's life at the school. Not only is this seen through their class worship, key stage assemblies, whole school assemblies and liturgies, and worship in the community, but also through the pupils' daily lives. The school's own evaluation acknowledges that pupils worship God when they learn together and practice the skills that he gives them.

Younger pupils are provided with excellent role models through the use of a buddy system during the celebration of Masses.

Worship is seen as an integral part of school life and is woven throughout the school day, providing pupils with many opportunities for prayer and quiet reflection. Class teachers are skilled in helping pupils to plan and deliver quality worship. They have a good understanding of the purpose of collective worship and of the various forms it can take.

Staff have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.

Prayer opportunities are planned in a manner that extends beyond the immediate school family and into the wider community. On Fridays, parents/carers are invited to join the school for the liturgy, which precedes the whole school celebration assembly.



**The quality of provision for collective worship and prayer life is Outstanding.**

The quality of collective worship provided by the school is outstanding. There is time set aside daily for staff and pupils to pray together.

During the inspection there were inspiring moments of awe and wonder as witnessed by a Key Stage 2 collective worship whereby the teacher provided an atmosphere of calm and stillness. Pupils led the collective worship themselves and shared the content of the theme of love with the other pupils. This was particularly skillful in that it enabled pupils to fully engage, yet with enough guidance and support to keep them reverently focused.

There are quality weekly themes and supporting resources added to the school's shared drive. These offer structure for daily prayer in class and across the school. Pupils commented on how they are encouraged to make prayer time their own and are greatly assisted by the quality of materials provided. This included a prayer club where pupils write their own prayers to be shared by the whole school during assembly.

Other world faiths and religions are carefully included and celebrated as appropriate. The quality of provision prioritises the school's aim to ensure time each day for personal reflection, to bring collective worship to life through positive personal action.

Collective worship is inclusive. Pupils are provided with gatherings that are welcoming and open to the sharing of beliefs and ideas.

**How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is Good.**

Leaders and governors promote, monitor and evaluate the provision for collective worship extremely well. The religious education leader provides structured planning. This is evident in the policy document, which forms the basis for effective delivery. The content is reviewed and updated as required.

Leaders are reflective practitioners who seek advice from each other about the quality of their own leadership of collective worship in order to ensure the very best practice.

Governors are involved in the monitoring of collective worship through visiting the school when children are worshipping. They join link meetings between the religious education lead and the Headteacher and are involved in the wider evaluation of Catholic life through developing key school documents such as the school evaluation form.

There is a good training programme for all staff that has evolved very well over time. This is provided for new members of staff as well. More regularly, staff and pupils are encouraged to seek guidance from the religious education leader.

The annual cycle of collective worship provision is monitored by leadership to ensure it is liturgically appropriate and takes account of other world faiths and religions. Care is also taken to provide a structure that is flexible to change so that any events affecting the life of the school can be included at short notice. Furthermore, the monitoring and evaluation of daily provision is undertaken by the religious education leader and members of the leadership team. This determines the consistency of daily collective worship. It ensures an evidence-based analysis of how inclusive it is.

Pupils provide their input about the quality of provision through their own pupil voice. The whole process efficiently informs future training needs and ensures collective worship is well resourced by the existing good and better practice that is in place. Consequently, leaders and governors show clear understanding of what collective worship is about and how it underpins the Catholic life of the school.

## SUMMARY OF INSPECTION JUDGEMENTS

### Catholic Life

1

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

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The quality of provision for the Catholic life of the school.

1

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

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### 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 governors monitor and evaluate the provision for religious education.

2

### Collective Worship and Prayer Life

2

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

2

The quality of provision for collective worship and prayer life.

1

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

2