

Inspection of Our Lady of Lourdes RC Primary School

Chestnut Drive, Wanstead, London E11 2TA

Inspection dates:	24 and 25 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Ruth Boon. This school is part of the Good Shepherd Catholic Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief accounting officer, Michael Corcoran, and overseen by a board of trustees, chaired by John Anthony.

What is it like to attend this school?

Pupils delight in being part of this school community. They behave exceptionally well. Pupils are unfailingly polite and respectful to each other, including to pupils from different backgrounds. Pupils are safe here and know their 'five trusted adults' will resolve any worries they may have.

The school has the highest expectations for pupils and their learning. Pupils enjoy working through the ambitious curriculum and achieve exceptionally highly, including in end of key stage 2 national assessments. Thoughtfully planned visits and explicit links to different careers enhance the taught curriculum. For example, in history, pupils visit many museums, such as the Imperial War Museum. They talk confidently about different careers, including an archaeologist and palaeontologist. In addition, pupils develop their talents and interests as they take part in a broad range of extra-curricular activities. These include archery, cross stitch, 'future scientists' and photography.

A strong focus on developing responsible, respectful and active citizens sits at the heart of the school. Pupils eagerly apply for different leadership roles, including ambassador, guardian angel, sports leader and travel ambassador. Year 6 pupils pair up with Reception children to support their transition to primary school. Pupils also support local charities with book and financial donations.

What does the school do well and what does it need to do better?

The curriculum for all pupils is broad and highly ambitious. The school has identified the important knowledge and vocabulary that pupils need to know and remember in each subject. From the Nursery onwards, learning is well sequenced to build on what has come before. In art, for example, children in the early years experiment with different types of mark making. Over time, they learn to show light, shade and form. By Year 6, portraits demonstrate pupils' detailed understanding of how to show tone and emotion. Similarly, in geography, children in the early years learn about the four seasons. Over time, pupils learn about different climate zones and how a range of plants and animals adapt to these.

Teachers are experts in their subjects, with regular opportunities to share best practice on how to teach the curriculum consistently well. Teachers present information clearly. They check pupils' understanding carefully and use strategies to help pupils recall their learning over time, such as 'rewind, remind, check' activities. This ensures teachers are well placed to immediately address any misconceptions. Pupils build a deep body of knowledge in each subject.

The school prioritises supporting all pupils to read with increasing accuracy and fluency. Staff are exceptionally well trained to deliver the phonics programme. As a result, they model sounds consistently and with precision. Teachers carefully identify any gaps in pupils' knowledge. There is a sharp focus on ensuring any necessary support is put in place. Books are well matched to the sounds that pupils know. Pupils are encouraged to read widely and often. For example, across different subjects, leaders select a range of fiction and non-fiction texts to broaden pupils' literature horizons. Pupils enjoy visiting the

library and the 'reading pavilion' each lunchtime. The school offers support to parents and carers, enabling them to use helpful reading strategies with their children.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Strong identification processes ensure their needs are well known. Well-trained staff give pupils with SEND appropriately personalised support. This helps pupils to access the same curriculum as their peers, where possible. The school takes great care to prepare pupils with SEND for their transition to the next stage of their education.

The school has the highest expectations of pupils' behaviour and conduct around the school. This ensures that lessons are free from disruption. From the Nursery, pupils are supported to take turns and show a highly focused attitude towards their learning. Older pupils are excellent role models for their younger peers. Exceptionally high attendance rates demonstrate the enthusiasm of both pupils and their parents towards the education that the school provides.

The school's programme of personal, social, health and economic education is carefully sequenced. Pupils frequently revisit how to stay physically and mentally healthy, including when online. They eagerly discuss other topics, such as how the school brings the fundamental British values to life. Pupils know the school has prepared them well for the next stage of their education. For example, first aid training equips pupils with practical life skills.

Staff are unanimously proud and happy to work here. They appreciate the support they receive, including for their workload and well-being. The trust and those responsible for governance know the school well. They match the exceptionally high expectations that the school has for all pupils. Parents know that the school helps their children to thrive.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147337
Local authority	Redbridge
Inspection number	10346067
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	Board of trustees
Chair of trust	John Anthony
CAO of the trust	Michael Corcoran
Headteacher	Ruth Boon
Website	www.ourladyoflourdesrcprimary.org
Dates of previous inspection	28 and 29 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club and an after-school club.
- The school is designated as having a religious character. The school is in the Roman Catholic Diocese of Brentwood. It was last inspected under section 48 of the Education Act 2005 in March 2022.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the trustees, governing body and a representative from the Good Shepherd Catholic Trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, geography and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The curriculum in other subjects was considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors gathered the views of pupils, parents and carers and staff through both discussions and responses to Ofsted’s online surveys.

Inspection team

Hannah Glossop, lead inspector	His Majesty’s Inspector
Karyn Ray	Ofsted Inspector
David Hatchett	Ofsted Inspector
Duncan Kamyra	Ofsted Inspector

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