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Our Lady of Lourdes
CATHOLIC PRIMARY SCHOOL

A young boy with dark hair, wearing a blue school polo shirt, is smiling broadly. He is standing in front of a school building with large windows. The background is slightly blurred, showing other children and a wooden structure. The overall scene is bright and sunny.

Welcome

Our school is a friendly, welcoming and happy place to learn and work. As a small, one-form entry school, we get to know the children really well and we are particularly proud of the warmth of relationships between children, their families and staff.

Our Lady
Catholic Pri



Working together with our families is key as strong partnerships undoubtedly result in better outcomes. Our pastoral care is outstanding and was recognised in our most recent Ofsted inspection:

"Pupils said that their school is welcoming and friendly. They make friends quickly and always help each other. Leaders put pupils' well-being at the heart of the school. They make sure that pupils do well in their subjects as well as caring for their personal and emotional welfare. This balance between pupils' welfare and their academic achievements is what helps to make the school successful."

Ofsted, October 2021

We offer a high quality, broad and balanced curriculum and, as proud providers of Catholic education, we base all relationships on Gospel values which underpin our daily lives in school. We recognise the uniqueness of each child and provide opportunities for each one to develop a full range of skills. Our pupils gain high standards of achievement in all areas and our outcomes are always higher than national averages. We have specialist teachers in PE, Spanish and Music.

We have close links with Our Lady of Lourdes Catholic Church as a Catholic school, however, it is important to note that children of all faiths, or none, are welcome in our school. Our school community is diverse with every child and family bring their uniqueness, their gifts and their talents, making it a very special place to be.

"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."

Catholic Schools Inspection, September 2023

This prospectus will give you some insight into our school, however, please do come and visit us and see the school for yourself, we look forward to welcoming you!

Mrs Gillian Hood – Headteacher

Our Mission

Our Parish School of Our Lady of Lourdes welcomes everyone in the community to share with us the joys of our Catholic faith. We worship, learn and play together in the love of Jesus, helping one another to become the people God has created us to be.

Our Catholic School will be a safe, happy, special place where the true love of Jesus is present and the Gospel values of hope, joy, justice, peace and forgiveness are reflected in all we do and say.

The warmth of our welcome and the quality of our care will be matched by excellence in academic, creative, technological and sporting achievement.

We will encourage a love of learning and everyone will recognise and achieve their full potential.

Our school will be a cherished centre of the community in which the uniqueness of each person will be valued and successes celebrated by all.

We will encourage an appreciation for the richness of the created world and work to improve the quality of lives for those less fortunate.





Early Years Foundation Stage (EYFS)

Our Early Years Foundation Stage is led by a team of effective practitioners who are trained and knowledgeable in promoting challenging and enjoyable play experiences for our pupils, the team is ably led by the class teacher.

We aim to provide a positive environment where pupils are listened to and valued. We take an inclusive approach to teaching and learning, ensuring our curriculum and learning environment promotes the cultural diversity reflected within our school community.

Our planning aims to develop children's spiritual, emotional and physical wellbeing through a variety of learning styles. The EYFS curriculum is split into seven areas of learning. The areas of learning are split into Prime and Specific Areas.

THE PRIME AREAS ARE:

- Communication and Language – Listening, Attention and Understanding, Speaking
- Physical Development – Gross Motor Skills, Fine Motor Skills
- Personal, Social and Emotional Development – Self Regulation, Managing Self, Building Relationships



The Prime areas are fundamental, work together and move through to support development in all other areas.

THE SPECIFIC AREAS ARE:

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Number, Numerical Patterns
- Understanding the World – Past and Present, People Culture and communities, The Natural World
- Expressive Arts and Design –Creating with Materials and Being Imaginative and Expressive
The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

Learning Through Play

We believe that play is fundamental to children's learning and strive to provide engaging and interactive lessons and experiences for the children. Children are

given opportunities to choose activities and direct their own play. Our team understands that children are unique and we take into consideration their ideas and interests during the planning process. Opportunities and experiences are based on active learning and play is valued as key to children's healthy development. The children participate in a balance of adult led and child-initiated activities all based around the seven areas of learning. Our classroom is accessible with a variety of resources readily available.

Outdoor Play

Our EYFS team believe that children's free choice is a critical factor in enriching their learning and contributing to their well-being and development. Children use play in the natural environment to learn about the world they inhabit with others. The outdoor area is an important part of the EYFS with many children choosing to learn outside for much of the day. We ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths games, reading areas and creating spaces for construction. We are very lucky to have a large, well resourced outdoor play area which is for the exclusive use of our children in early years.

Partnership with Parents/Carers

We believe that parents/carers are a child's first educators. We view parents and carers contributions as a vital part of our ongoing assessments of the children. We want parents/carers to feel they can speak to us about their child at any time and feel comfortable in our setting. We encourage families to use TEAMS and Tapestry as a way of working together. We also hold parent consultation evenings each term, we also welcome family members into reception class for more informal events at different times of the year, e.g. for family workshops, class assemblies, class performances.



Our Curriculum (Key Stages 1 & 2)

The curriculum in both key stages 1 and 2 covers all subjects in the National Curriculum.

All pupils have daily lessons in English and Maths and children in Year 1 and Year 2 have daily phonics lessons. More curriculum information can also be found on our school website.

We strive to ensure that all children are secure in their basic skills but also place great importance on ensuring that they are given wider curriculum opportunities too. We have specialist teachers who deliver PE, Spanish and Music across the school.

Religious Education

RE is at the heart of everything we do at Our Lady of Lourdes. It is through RE that we lay the foundations for our pupils to grow into respectful, spiritual and moral individuals; supporting them in developing and deepening their faith. The children are encouraged to reflect and ask questions about their faith – with great emphasis on why, as Catholics, we do the things we do. The children have many opportunities to engage with scripture and learn about their religion, as well as learn from their religion, enabling them to relate the

knowledge gained in their lessons and apply it to their daily lives. Creativity is vital in allowing the children to express themselves and their beliefs in a more abstract way and this is done through many mediums, such as art, role-play, music etc.

Children engage and take part in daily Acts of Worship in the classroom, where the children have opportunities to plan and lead their own worship, choosing appropriate resources to aid this (i.e. candles, pebbles) and their own mission for everyone to work on (i.e. say kind words to someone). This ownership of their worship allows the children to further strengthen their beliefs and relationship with God. We also gather as a whole school community twice a week to pray together, these assemblies are led by staff.

As well as building children's knowledge and understanding of the Catholic faith, we also explore other religions, making comparisons and celebrating differences, equipping our children for the world in which we live. Children explore a range of other faiths in their time with us.

Relationships and Health Education (RHE)

We follow 'The Life to the Full' programme, produced by Ten Ten. One of the most distinctive features of the programme is the emphasis on the vital role that parents have in nurturing their children in matters relating to RHE.

Life to the Full is an entire platform of creative resources that engage, inform and inspire children and their parents. The programme includes video content, story-based activities, teaching tools, original worship music and a programme of classroom prayers.

English

All pupils take part in daily English lessons based on the objectives as set out in the national curriculum. Reading for pleasure underpins our English curriculum as we prepare children for a lifetime love of books. All children are exposed to a carefully selected range of high-quality texts and whole class reading takes place on a regular basis.

The Department for Education strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Our Lady of Lourdes, we use the Read Write Inc (RWI) programme to get children off to a secure start with their reading and writing. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. Read Write Inc Phonics includes reading books written only using the letters they have learnt at each level; the children quickly feel confident and successful.

Mathematics

The aim of Mathematics teaching throughout Our Lady of Lourdes is for pupils to enjoy mathematics, be successful and have a positive attitude to the subject. It is also important for children to understand where mathematics fits into other subjects such as Science and ultimately, our everyday life.

It is vital that pupils develop a conceptual understanding of basic mathematical concepts through using manipulatives in order for them to have the ability to calculate successfully.

Lessons are carefully designed to incorporate the key skills of fluency, reasoning and problem solving. Pupils are taught to develop their fluency skills by recalling and applying key facts. Maths activities encourage the children to reason using the correct mathematical language and solve problems logically using their mathematical knowledge.

Our teaching and learning strategy is based on the White Rose Maths Hub Schemes of learning, available at www.whiterosemathshub.co.uk and Development Matters 2021.

We also teach in a cross curricular way and expect to see maths links to topics and real life as and when appropriate.

Our overall aims for when children leave Our Lady of Lourdes Catholic Primary School are:

- to develop a positive attitude to mathematics
- to have access to a high-quality maths curriculum that is both challenging and enjoyable, and builds upon previous learning
- to be provided with a variety of mathematical opportunities, which will enable them to make the connections across the curriculum
- to ensure children are confident mathematicians who are not afraid to take risks
- to develop an ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary
- to develop mathematical skills and knowledge and recall of basic facts and the four operations
- to be able to use this knowledge and understanding to carry out calculations mentally
- to make use of diagrams and informal notes to help record steps and part answers when using mental



Physical Education (PE)

PE is led by one of our teachers, we also have specialist PE coaches who deliver lessons on a weekly basis. All pupils engage in two hours of PE each week and follow a progressive scheme of work to develop their skills and knowledge.

Modern Foreign Language (MFL)

All children in key stage 2 learn Spanish, lessons are delivered by a specialist Spanish teacher who plans fun and engaging lessons on a weekly basis. The children build on their knowledge and understanding over time and the lessons prepare them well for studying languages at secondary school.

Humanities (History & Geography)

History is about real people who lived, and real events from the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, their politics, and what beliefs and cultures influenced people's actions.

As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are valued in adult life.

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem-solving skills.

Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

Music

Music has the capacity to change lives and can help children and young people to thrive by raising self-esteem, increasing concentration, developing social skills, generating a sense of community/belonging and improving mental health and wellbeing.

As well as classroom music sessions where the children sing, play instruments and learn to appreciate a range of genres, there are also opportunities to engage in whole class instrumental lessons. The whole class lessons provide a great first access opportunity and enable the children to gain a thorough grounding in the basic elements of music as well as benefitting from taking part in end of year performances to their peers and their families. Year 2 learn the tin whistle and Year 3 learn the recorder.

All children take part in weekly, whole school singing. These sessions offer an opportunity for the children to come together and sing with our music specialist teacher; the children learn to sing both hymns and popular songs. We also have a school band, the band play at whole school masses and other school events. The band rehearse weekly with our music specialist teacher.

Other music opportunities are planned for each year group throughout the year and 'one off' opportunities are often planned, e.g. singing with other schools, music workshops both in school and externally.

Enfield Music Service also provide music teachers to deliver 1-1 lessons in a range of musical instruments.





Art & Design

Children develop their skills and knowledge as they move through the school in the areas of drawing, painting and sculpture. Where possible, art may also be linked to their year group topic.

Science

We use the Haringey Education Partnership (HEP) Science Curriculum. Scope, sequencing, coherence and rigour are the four key principles that underpin the HEP Science curriculum. These principles ensure our curriculum is accessible for all children and maximises their progression.

Scope - We follow the National Curriculum for science and 6 topics are studied per year. At its core our science curriculum prioritises pupils' comprehension and application of scientific concepts, so they can use them to make sense of the modern world.

We ensure opportunities are provided to demonstrate understanding through application to formal knowledge as well as in informal, everyday experience.

We emphasise the significant contributions to science made by scientists from diverse backgrounds. Appropriate sequencing and coherence have taken into account the substantive knowledge and disciplinary skill pupils need to learn, before carrying out investigations. To this end, progression through disciplinary knowledge is mapped out within the substantive knowledge curriculum map. In science, this largely refers to the working scientifically aspect of the programme of study and includes: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations), drawing conclusions and evaluating.

Sequence - Units have been sequenced based on the most effective connections between topics within and across the scientific disciplines of Biology, Chemistry and Physics. Careful progression and sequencing of substantive and disciplinary knowledge over time support the hierarchical nature of science. Progression maps for each unit make explicit the links to relevant prior or upcoming learning. Progression through working scientifically skills are also mapped out.

Within this layered approach, pupils are also guided from concrete to abstract concepts to develop schema. Regular retrieval, formative and cumulative assessment are built into the framework.

Coherence - Links to other subject areas are made explicit as well as an emphasis on some of the wider ideas that cut across the disciplines of Science, Technology, Engineering and Maths (STEM).

Rigour - To achieve depth, our curriculum includes the 'hinterland' facts and ideas needed to help pupils develop understanding. Whilst the curriculum is accessible for all, it is also appropriately challenging to achieve mastery. Misconceptions are tackled, including within the development of scientific theories into accepted ideas by the scientific community over time.

Computing

At Our Lady of Lourdes we have a clear and simple vision: the children should be online-safe, online-inspired and online-confident. All children follow the 'Teach Computing Curriculum' - Curriculum teaching resources (teachcomputing.org)

Computing is an integral part of our everyday life and will play an immeasurable part in our children's futures. We will provide all of our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. As computing technology underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

The children have many opportunities to use technology. While all the basics IT skills are covered, e.g. making a simple Word document or using Paint programs, the children's experience soon develops and so at Our Lady of Lourdes children are beginning to blog, make web pages, create computer games and animation. As they go through the school they will explore augmented reality and social networking, coding and generate content for younger children



as well. We believe it gives them all the experiences they need to prepare them for 21st century lifestyles.

The use of Computing also enhances and extends our children's learning across the whole curriculum whilst contributing to motivation and the development of social skills.

At Our Lady of Lourdes we aim to utilise the most up to date resources and recognise the need to remain aware of the potential uses of any emerging technologies.

Children have access to chrome books, lap tops and iPads in the classroom. Every computer in the school is linked to the school's filtered broadband connection.

Each child will be able to access the Internet and use the World Wide Web in a safe and respectful way. They will understand the necessary precautions to take, to stay safe and know where to seek help. No child will feel threatened or unsafe whilst online at school or at home. Children will also utilise the Web efficiently to enhance their learning of all subjects. The school will provide a rich bank of curriculum-based resources for children and parents to access at home.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

All members of the school community will contribute to the school's online presence. Our school website and social media pages will continue showcase the excellent work being carried out by our children.

The school uses Office 365 as its main platform which gives the staff and children access to a variety of tools that are designed for collaboration and flexible working.



Visits and Wider Opportunities

Visits and Workshops

We identify opportunities outside of school to support the curriculum and use educational visits to enhance the children's learning experience. We are located within walking distance of Arnos Grove tube station and so benefit from the free travel and easy access to London which opens up a wealth of resource, – museums, theatres, galleries, historical sites, to name but a few!

We regularly invite guest speakers, e.g. authors, to come and work with the children in school and also arrange workshops, e.g. drama, singing, immersive history.

Residential Visit

In year six, the children have the opportunity to visit Hilltop Outdoor Adventure Centre in Sheringham, Norfolk. Set in 26 acres of woodland overlooking the coast, Hilltop offers modern and comfortable facilities for our pupils and provides an array of exciting Adventure Activities such as Climbing Walls, High Ropes, Zip Wire, Archery. The children spend five days and four nights at the centre and build so many invaluable life skills during their time away, not to mention making special memories. The trip has become one of the many highlights of the children's time at Our Lady of Lourdes.







Inclusion

All pupils are welcome in our school and, as identified in our recent Ofsted inspection:

Leaders keep a sharp focus on ensuring that pupils with special educational needs and/or disabilities (SEND) are supported well. As a result, pupils with SEND develop their knowledge and learning well.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We strive to:

- reach high levels of achievement for all
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- meet individual needs through a wide range of provision

- attain high levels of satisfaction and participation from pupils, parents and carers
- share a common vision and understanding with all stakeholders
- give transparent resourcing to SEND
- provide curriculum access for all
- work towards inclusion in partnership with other agencies and schools
- achieve a level of staff expertise to meet pupil need
- recognise that many pupils will have special needs at some time during their school life

Pupils with Education, Health and Care Plans are well supported in our school and we work with a range of external agencies and professionals. We also receive Pupil Premium funding to ensure that pupils who are, or who have been financially disadvantaged make good progress. The school publishes further information on the school website.

Inclusion is ably led by one of our Deputy Headteachers who holds the National Award for SEND Coordination

We have recently achieved the Autism Inclusion Award which is the UK's only autism-specific quality assurance programme of support and development for all those providing services to autistic people.

School Community

Governors

Our Lady of Lourdes Catholic Primary School is a Voluntary Aided school and its Governing Body consists of both appointed and elected governors. The Governors ensure that the school delivers a good standard of education and together with the headteacher, who is responsible for day-to-day management, they set the school's aims and policies. Our Governing Body consists of the following Governors:

Foundation Governors [7]

Foundation governors at the school represent the interests of the Diocese of Westminster who are trustees of the school. The role of the foundation governor is to ensure that the school is clearly recognisable as Christian in its ethos and that its role is seen in the provision for Catholic children of the Diocese.

Parent Governors [2]

Parents of pupils registered at the school are eligible to stand for election as a parent governor. They are elected by other parents at the school. The school has two elected parent governors.

Staff Governors [1]

The Headteacher is automatically eligible to be a full member of the Governing Body by virtue of the office. Headteachers have the choice of being a governor. Both teaching and support staff who are paid to work at the school are eligible to stand as staff governors. They are elected by other members of the staff at the school. The school has one staff governor.

Local Authority Governors [1]

Local Authority governors are appointed by the Local Authority of Enfield. There is one Local Authority governor at Our Lady of Lourdes.

Associate Members

There are a number of associate members who attend meetings of the Governing Body at Our Lady of Lourdes. Their presence provides valuable expertise in a variety of areas. Associate members, however, do not have the right to vote at meetings.

Governors generally hold their office for a period of four years at a time. During this time, they have the opportunity to attend training courses and workshops on a comprehensive range of topics provided by the Local Authority and the Archdiocese, and receive updates on salient issues from a variety of sources. Governors provide guidance and support. The role of a governor is that of a 'critical friend', who is there to give direction and focus to the school leadership.

Meetings of the full Governing Body are usually held once a term throughout the school year. Topics covered in meetings may include planning the school's long-term vision through the School Development Plan, target setting and monitoring, and the school budget. Much of the work, however, is devolved to a series of committees to ensure the workload is dealt with effectively.

The Governing Body is answerable to parents and the wider community.



Association of Parents and Friends (APF)

The APF is an active fundraising body which raises thousands of pounds each year to buy equipment and resources to enhance the children's education. Over the years their fundraising efforts have provided funding to upgrade facilities, to purchase and install interactive whiteboards in each classroom, to support the involvement of each year group in musical programmes, and to finance a wide range of enrichment projects.

Whilst fundraising they also aim to have fun! Events are varied - as well as the more traditional Christmas and Summer Fairs the APF have also hosted an Italian night, Polish night, Golf days, Family barbecues and children's discos. All the events provide a great opportunity for members of the school community to socialise.

All parents are automatically members of the APF and, as the success of events is down to parents volunteering their time, the APF welcome any support you may be able to provide.

Our Wrap
Around
Care





Our Wrap Around Care

In order to support our families, we offer child care provision from 8am to 6pm in term time.

The provision is open to all children who attend our school from reception to year six, it is based in the school hall and is run by our own school staff.

Breakfast Club –

runs from 8am until 8.45am, children are served breakfast and are offered a choice of activities, before being taken to their classes at 8.45am.

After School Club –

runs from 3.15pm until 6pm, children are served a snack and are encouraged to take part in a variety of fun and enjoyable activities.

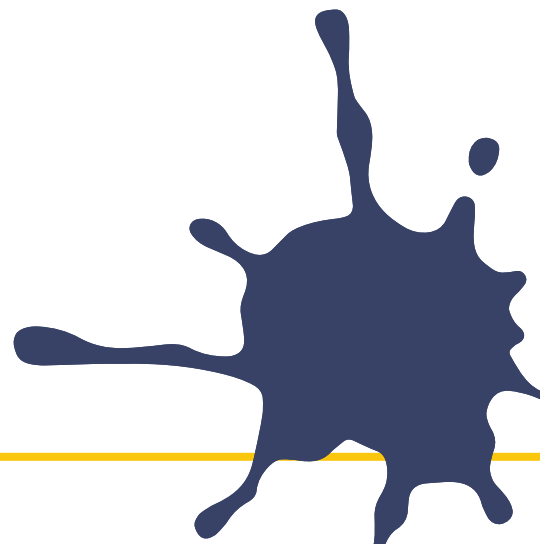
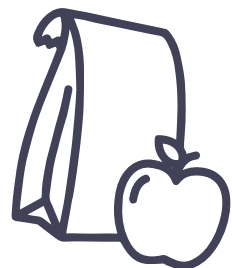
Holiday Club –

This club runs subject to staff availability. When open, the club runs Monday to Friday from 9am until 3pm and offers families a cost-effective child-care option, where children can engage in a range of different activities.

All our clubs are very popular and so booking early is advised to avoid disappointment. Places must be booked in advance, we do our best to accommodate 'drop-ins', however, this would be subject to places being available.

Further information about all our clubs, including registration forms, can be found on the school website

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