

# Our Lady Immaculate Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	106489
<b>Local authority</b>	Wigan
<b>Inspection number</b>	377409
<b>Inspection dates</b>	13–14 February 2012
<b>Lead inspector</b>	Clare Henderson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr. John Gorman
<b>Headteacher</b>	Damian Winstanley
<b>Date of previous school inspection</b>	27 April 2009
<b>School address</b>	Downall Green Road Bryn Wigan WN4 0LZ
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## Introduction

Inspection team

Clare Henderson

Additional inspector

This inspection was carried out with two days' notice. The inspector observed ten lessons taught by six teachers, listened to individual pupils reading in Years 1 and 2 and scrutinised pupils' work. She held meetings with members of the governing body, staff and groups of pupils. She observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. There were no responses to the online questionnaire (Parent View) to consider when planning the inspection. The inspector scrutinised the questionnaires completed by staff and pupils and analysed the 28 received from parents and carers.

## Information about the school

This school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. An average proportion of pupils have special educational needs. The vast majority of pupils are from White British backgrounds. A few pupils are from minority ethnic backgrounds. The school meets the current floor standards. The school has gained Healthy Schools status. The school runs breakfast- and after-school clubs which were considered during this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school which has improved rapidly since the last inspection. This is because senior leaders and members of the governing body have effectively given high priority to improving the quality of teaching and pupils’ learning in English and mathematics. As result, achievement is good and all groups of pupils make good progress given their starting points in reading, writing and mathematics.
- Pupils are keen and enthusiastic to learn. They feel safe and well cared for and their behaviour and spiritual, moral, social and cultural development are good. The vast majority of parents and carers who responded to the questionnaire, and those who talked to the inspector, confirm these positive views and engage well with the school.
- Pupils at the end of Year 2 attain above average standards in reading. This is because high priority is given in the Early Years Foundation Stage and in Years 1 and 2 to developing pupils’ understanding of letter names and their corresponding sounds. When they leave school in Year 6, their attainment in reading, writing and mathematics is above average and significantly so in reading and mathematics.
- The quality of teaching is good. It is not outstanding because, although reading, communication and mathematical skills are extended well within all subjects of the curriculum, teachers do not provide enough opportunities for pupils to extend their writing skills.
- Leadership and management are good. The headteacher, senior management and members of the governing body constantly review the school’s performance and are clear about the direction the school must take to secure further improvements. However, this work is not fully shared with middle leaders who do not have enough involvement in monitoring and evaluating the quality of teaching and learning within all the subjects of the curriculum.

## What does the school need to do to improve further?

- Raise pupils' overall achievement to outstanding in all year groups by:
  - ensuring teaching provides enough opportunities for pupils to improve their writing skills in all subjects of the curriculum
  - fully involving middle leaders in monitoring and evaluating the quality of teaching and learning within all subjects of the curriculum.

## Main Report

### Achievement of pupils

In all the lessons seen, pupils were enthusiastic, eager to learn and their behaviour was good. They were keen to join in discussions and activities, particularly when learning had an exciting, imaginative or practical focus. At these times, they were fully engrossed and their learning was accelerated at a good and occasionally outstanding pace. In a Key Stage 2 English lesson pupils learnt at a rapid pace. They were successfully challenged to use thinking and reasoning skills to describe and write about the emotions of characters in a story while using high quality communication skills to share ideas and opinions.

When children start in the Early Years Foundation Stage, their skills and abilities are in line with age-related expectations though lower in reading and writing. Well-established links with parents and carers enable children to settle happily, enjoy school and benefit from opportunities to access, for instance, the well organised before- and after-school clubs. In this early stage of their learning, high priority is given to developing an understanding of letter names and sounds. Furthermore, opportunities to develop writing skills are fully embedded into their learning and play, all of which leads the children to make at least rapid progress in all areas of learning. This high focus on developing pupils' reading skills in a well-structured way continues through Years 1 and 2. Consequently, pupils' attainment is above average in reading by the end of Year 2.

Lesson observations and scrutiny of pupils' work show that attainment in reading, writing and mathematics is above average by the end of Year 6, and that it is better in reading and mathematics than in writing. This variability in progress is because pupils are not consistently provided, in all year groups, with enough opportunities to extend their writing skills in all subjects of the curriculum. Pupils with special educational needs are provided with good levels of care and attention by all teachers and teaching assistants. Individual learning programmes and constant review of their learning needs narrow the gaps in learning successfully and enable them to make the same good progress as others in the school. This ensures that progress in learning is good overall for all groups of pupils. Most parents and carers agree with the findings of the inspection and are pleased with their children's achievement. The inspection finds their views are justified.

## Quality of teaching

The quality of teaching has improved since the last inspection and impacts positively on pupils' good behaviour and overall good achievement. Positive relationships between teachers and pupils are fully established in all lessons. Teaching assistants provide an effective layer of extra support, particularly for those pupils who find learning difficult. Staff know when to intervene and how to interact with pupils to enhance their learning because assessment information is used well. Pupils have regular opportunities to discuss and share their ideas with their classmates and to check each other's understanding. Teachers ensure marking informs pupils accurately how to improve their work. The best planning and teaching seen in a Key Stage 2 class had an outstanding impact on the pupils' progress. The teacher's clear explanations and accurate knowledge of the abilities of each pupil led to all pupils making rapid progress in the analysis and interpretation of mathematical data. The school has taken effective steps to improve the teaching of reading in all classes. Readers in Years 1 and 2, for instance, talk about spelling patterns in words with increasing awareness and accuracy. The introduction of a systematic scheme to teach reading is leading to pupils' greater confidence in tackling unfamiliar words. The quality of teaching is good rather than outstanding because teaching does not consistently provide pupils with enough opportunities to extend their writing skills across the curriculum in all year groups.

Teachers ensure pupils' spiritual, moral, social and cultural development is accelerated effectively through thought-provoking assemblies, topic work, art and music lessons, where pupils learn to appreciate the world in which they live and to celebrate differences in religious and cultural beliefs within the local and world communities. This, together with their above average attainment, means that they are well prepared for the next stage in their education. Most of the parents and carers who spoke to the inspector and those who responded to the inspection questionnaires are pleased with the quality of teaching the school provides and the inspection findings support their views. 'The lessons excite them enough to tell me about them when they get home,' is a comment typical of those received during the inspection. A few feel there is an inconsistency in the amount of homework given. The school is aware of these views and has already made a good start to address this.

## Behaviour and safety of pupils

The parents and carers responding to the questionnaire said that the school manages behaviour well. Pupils' behaviour as seen in class and around the school during the inspection and as reflected in records held by the school is good. Pupils make a good contribution to a safe, positive learning environment. Their good behaviour contributes well to their good achievement. Pupils respond enthusiastically to learning, enabling lessons to proceed without interruption. Pupils show good levels of respect, collaboration and cooperation in and out of lessons. For instance, they have worked closely together to improve behaviour by introducing worry councillors and worry boxes and talk enthusiastically about the benefit these have in ensuring pupils feel safe. Instances of all kinds of bullying are rare, and pupils and parents and carers are confident that staff will listen and act on their concerns should problems arise. Pupils commented, 'If you have any problems teachers sort it.' They have a clear understanding of the need to lead a safe lifestyle. This is reflected in the way they explain their understanding of possibly unsafe situations, such as when using the internet. Pupils are proud of their involvement in school life and they take their responsibilities very seriously. For example, older pupils look after the younger ones during lunch breaks. This enables them to develop confidence and skills of

cooperation. They demonstrate a good understanding of other cultures and tolerance of differences and this contributes positively to their good behaviour and safety. They say they feel happy and secure in school; this is reflected in their above-average levels of attendance and contributes well to their enjoyment of school.

## **Leadership and management**

The improvements evident are supported by the drive and determination of senior leaders and the members of the governing body to see the school improve further. All staff have improved their understanding of what makes the best teaching through well-targeted training and support. Expectations of what pupils can achieve have been raised and there is clear agreement on the strengths in provision and where further improvements can be made. However, middle leaders are not fully involved in monitoring and evaluating the quality of teaching and learning within all subjects of the curriculum and so cannot contribute fully to enabling pupils to make outstanding progress in learning.

Effective action has been taken to raise the achievement of pupils and to close the gap between attainment at the school and the national average for all groups of pupils. As a consequence, the school's commitment to equality of opportunity is strong and the school is effective in tackling discrimination and preparing all pupils well for the next stage in their education.

The impact of the curriculum on pupils' outcomes is good. All pupils benefit from a good choice of extra-curricular activities, including good quality before- and after-school provision. Pupils confirm these activities add enjoyment to their learning. Spiritual, moral, social and cultural development is good because these aspects are woven effectively into all the subjects that pupils study. Pupils learn to care for, respect and reflect about beliefs and values and respond positively to the good range of cultural opportunities provided by the school.

The governing body plays an effective role in shaping the school's direction and in holding it to account. The expertise of its members is used to best effect to support the school to improve further. Members are well-informed and are involved in planning for improvement and in evaluating the school's performance. The school's safeguarding arrangements meet requirements. Considering the good improvements made since its last inspection and, along with its other strengths including the now rigorous analysis of pupils' progress and improvement in the quality of teaching, the school is well placed to continue to improve.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 February 2012

Dear Pupils

**Inspection of Our Lady Immaculate Catholic Primary School, Wigan,  
WN4 0LZ**

Thank you so much for helping me during my visit. I really enjoyed chatting to you in lessons, on the playground, in the pupil interviews and when I listened to some of you read. Thank you to the children in Reception who made the beautiful Valentine's Day card for me to remember my visit to your school. You told me how much you love your school. I read the comments made by your parents and carers. The vast majority were very complimentary about the school. Please thank them for taking the time to write to me.

You go to a good school. You are taught well and receive good care and support in all classes and from all staff. You make good progress in lessons and your behaviour, in lessons and around the school, is good. I was impressed with your responsible attitudes and the way the worry councillors, in particular, consider the feelings of others well.

You thoroughly enjoy the interesting activities arranged for you, especially in the before- and after-school clubs. Your headteacher and all the school's leaders are determined to improve your school so that you all do as well as you possibly can. To do this, I have asked them to make sure that teachers give you enough opportunities to extend your writing skills in all your lessons. I have also asked that middle leaders are involved in reviewing the quality of the teaching and learning you receive in all the subjects you study in lessons.

I hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Clare Henderson  
Lead inspector

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