

# Our Lady and St Anselm's Roman Catholic Primary School, Whitworth

Inspection report

---

<b>Unique Reference Number</b>	119697
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379873
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Stephen Rowland

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

---

<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>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nadine Carey-Whitehead
<b>Headteacher</b>	John Cunningham
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	John Street Whitworth Rochdale OL12 8DB
<b>Telephone number</b>	01706 853545
<b>Fax number</b>	01706 853545
<b>Email address</b>	head@olsa.lancs.sch.uk

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons and observed the work of five teachers. They evaluated the school's work, and looked at relevant policies, the school's development plan, minutes of meetings of the school's governing body, the school's monitoring records and analyses of pupils' progress and attainment. The questionnaires returned by pupils, staff and 60 parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully the school ensures that all pupils, particularly more-able pupils, achieve their full potential.
- How effectively teaching meets the needs of all pupils in mixed-age classes.
- The extent to which all staff contribute to the school's self-evaluation and planning for improvement.
- How effectively staff in the Early Years Foundation Stage ensure that indoor and outdoor provision supports learning.

## Information about the school

This is a smaller than average size primary school. The proportion of pupils known to be eligible for free school meals is below the national average. All pupils have a White British background and none are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average.

The school runs its own before- and after-school club. It holds Healthy School status, the Activemark, the Race Equality Mark and the Eco Bronze Award.

**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

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. There is a strong sense of purpose and direction. Teamwork is strong and there is no room for complacency despite the school's record of high standards. Supported by a knowledgeable and committed governing body, staff set high expectations for themselves and the pupils. Attainment has been consistently high over recent years and all groups of pupils make outstanding progress. The school's calm and caring ethos contributes to an environment where learning is strong. Behaviour in and around the school is excellent. Pupils show respect and concern for all their peers and for groups outside the immediate school environment, including those who have a different ethnic background or religious beliefs. Self-evaluation is thorough and honest and leads to effective planning for improvement. Best practice in teaching is shared and the school is open to new and innovative ways to ensure learning is effective. The issues raised at the time of the last inspection have been dealt with successfully. This, along with the school's outstanding outcomes and its determination to improve further, demonstrates its outstanding capacity for sustained improvement.

Children enter the Early Years Foundation Stage with skills which are generally below those expected for their age and reach high standards by the end of Year 6. This is due to teaching which is often outstanding and always engaging. This enables pupils to explore subjects in depth and to have the confidence to talk about how well they are doing and how to improve. Pupils are mostly highly articulate and have the maturity to debate moral issues and their own responsibilities towards others. Assessment is used very effectively to support learning, although occasionally marking does not make the next steps of learning sufficiently clear. The curriculum is varied and rich. Pupils greatly enjoy school and attendance is consistently high. They fully support the school motto, 'Hand in hand we learn'. Typical of their comments are, 'This is a totally safe school. The teachers are always welcoming. Learning is fun and we enjoy every lesson.' Parents and carers express very positive views about the school. One wrote, 'This school is fantastic. I travel from out of town so my child can go here.' Many commented on the school's caring ethos. A typical comment was, 'The staff are very approachable and will sort out any concerns a parent may have.'

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

- Ensure that teachers use marking consistently to direct pupils towards the next steps in their learning.

## Outcomes for individuals and groups of pupils

**1**

Pupils enjoy their lessons and respond enthusiastically to the engaging activities offered to them. They say how much they appreciate the way their teachers make learning fun. In an outstanding literacy lesson, for example, pupils discussed pictures and texts to construct their own story openings. Learning was brisk and pupils had frequent opportunities to share their ideas with their peers. As a result of such high levels of engagement, progress is often outstanding.

A pattern of outstanding attainment and progress is evident throughout the school. Teachers' rigorous setting of ambitious targets for individuals and different groups of pupils means that excellent progress can be maintained in mixed-age classes. Any variations in how well pupils achieve are acted upon promptly. The achievement of boys in writing is now equal to that of girls. All pupils, including those who are more able, achieve exceptionally well to reach their full potential. The tailored packages of support for pupils with special educational needs and/or disabilities are closely matched to their needs and, as a result, they also make outstanding progress.

Pupils are considerate and polite, and respond exceptionally well to the high standards expected of them. Many pupils have roles of responsibility, such as members of the school council, the eco group, or as play monitors. The school council has its own budget and has been active in reorganising lunchtime arrangements. Pupils have contributed to work in the local community, for example, by designing a new playground for Whitworth. Pupils say they feel very safe in school and have a clear understanding about how to deal with potential risks. They are confident that any concerns will be dealt with promptly and effectively. Pupils' high attendance is a measure of how much they enjoy their time in school. Pupils' spiritual, moral, social and cultural development is outstanding. They are keenly aware of the diversity and richness of the world around them and talk convincingly about their responsibilities towards others, particularly those less fortunate than themselves. They learn from an impressive range of sporting, musical and cultural activities, such as involvement in the national singing awards and attendance at the Paralympics in Manchester.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is engaging and stimulating. Teachers make good use of the school's excellent tracking data to plan lessons which are brisk, challenging and address the needs of individual pupils. Information and communication technology (ICT) is used in a flexible, thoughtful and very effective way throughout the school to support learning. Teaching assistants work closely with teachers to support individuals and to deal promptly with any misconceptions which may arise. In a highly effective mathematics lesson, for example, a teaching assistant was able to help pupils to understand decimal number lines through a highly practical activity using potatoes.

The school's highly developed assessment systems allow teachers to set challenging targets for individuals and to keep track of progress in all classes, including mixed-age classes. Pupils know their targets and are routinely engaged in assessing their own work and that of their peers. More senior classes have agreed protocols for pupils providing feedback to their peers. Marking is usually helpful and supportive. However, occasionally it does not help pupils to see clearly what the next steps of learning will be.

The school's curriculum is highly effective in meeting the needs and interests of all pupils. Provision for developing pupils' literacy and mathematical skills is very strong and this leads to their outstanding achievement. Pupils regularly and skilfully use laptops and the school's wireless network. The development of pupils' well-being and moral sensibility is a high priority for the school. The very broad range of enrichment and extra-curricular activities contributes to this significantly. The school's developing thematic curriculum is providing pupils with some very interesting programmes of work which combine materials from a number of subject areas. Each term's work is built around a theme such as 'pirates' or 'super-heroes' and this allows pupils to explore the links between subjects in a varied and often exciting way.

The school provides outstanding care, guidance and support for all its pupils. The needs of the most vulnerable are assessed thoroughly and this allows for detailed programmes of support to be put in place. All staff, including administrative staff, play an active role in working with children and their parents or carers to ensure success. There are some telling examples of how the school has removed barriers to learning for children who might otherwise have been at risk of failure. Transition arrangements both from early years' settings into the school and with local high school are detailed and thorough. The school's provision is enhanced by its very popular and well-organised out-of-school club.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The experienced headteacher has set a clear direction for the school. In this he is ably supported by the school's senior leaders. All staff express a confidence and determination to help pupils reach the very highest possible achievement and well-being. All are fully involved in the process of evaluating the school's effectiveness and in planning for further improvements. Teaching is monitored and evaluated in detail and actions are taken to ensure that good practice is shared. Targets set for pupils are challenging but they are usually met and often exceeded. Any gaps in performance such as those between boys' and girls' writing have closed rapidly. This, along with the cohesive nature of the school's community and its absolute rejection of all forms of discrimination means that equality of opportunity is outstanding.

Members of the experienced governing body know the school well and have valuable expertise which is put to very good use. They are fully engaged in evaluating the school's work and planning for the future. They provide outstanding support and are also able to ask challenging questions about the school's performance if needed.

The school works exceptionally closely with parents and carers. They say how they are always welcome into school and that staff are open and supportive. The school runs a number of evening workshops for parents and carers, for example, phonics, mathematics and e-safety. The school's work is enhanced through a number of highly effective partnerships. Among these is the school sports coordinator group which allows the school to provide activities which it could not do alone. The work of the Rochdale Music Service has enabled the school to develop a choir which is acclaimed nationally. The school's systems to ensure the safety and well-being of pupils are excellent. They include an appropriate focus on the suitability of staff and on the appointment of new staff. The school promotes community cohesion highly effectively through its strong partnerships with numerous local groups and its links with a variety of different ethnic and religious bodies.

### *These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make excellent progress in the Early Years Foundation Stage. They develop skills which are well above average in most of areas of learning. Children learn to get on well together and relationships are excellent. They are encouraged and supported to understand the importance of remaining safe and healthy. For example, they can explain how using the class exercise cycle can make them fit and strong. Children develop independence, choosing activities to focus on and managing their play.

The environment is stimulating and engaging both indoors and out. Children can explore their own interests, such as constructing a house for an imaginary super-hero or taking part in role play about a super-hero's family life. Assessment is based on rigorous observations and recording of learning. Children have detailed and attractive records of their 'Learning Journeys' which show what they have done and what they have achieved. Teaching is often inspirational. Children respond with outstanding behaviour and an obvious love of learning.

The Early Years team works closely together and continues to build upon established strengths. A very clear sense of energy and clarity of purpose is shared by all staff. This has ensured the recent improvements to outdoor provision, to the organisation of the Reception classroom and to the close working practice with the Year 1/2 class. Parents and carers are active partners in the process of learning and are encouraged contribute to their child's record of achievement. As in the main school, tracking and monitoring are thorough and detailed so that clear targets can be set. The staff have a very clear knowledge of what has to done to improve further and are clear about how to tackle it.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

Just under half of parents and carers responded to the questionnaire. A very large majority of the responses were positive and there were many very supportive comments. Nine of the 13 questions asked had entirely positive responses. Amongst these all responses agreed or strongly agreed that their child enjoyed school that their child was safe in school and that teaching was good at the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady and St Anselm's Roman Catholic Primary School, Whitworth to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 60 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	77	14	23	0	0	0	0
The school keeps my child safe	45	75	15	25	0	0	0	0
The school informs me about my child's progress	35	58	24	40	0	0	0	0
My child is making enough progress at this school	37	62	19	32	2	3	0	0
The teaching is good at this school	43	72	17	28	0	0	0	0
The school helps me to support my child's learning	40	67	20	33	0	0	0	0
The school helps my child to have a healthy lifestyle	44	73	16	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	55	24	40	1	2	0	0
The school meets my child's particular needs	37	62	22	37	1	2	0	0
The school deals effectively with unacceptable behaviour	38	63	20	33	1	2	0	0
The school takes account of my suggestions and concerns	36	60	23	38	0	0	0	0
The school is led and managed effectively	45	75	14	23	1	2	0	0
Overall, I am happy with my child's experience at this school	46	77	14	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



20 October 2011

Dear Pupils,

**Inspection of Our Lady and St Anselm's Roman Catholic Primary School,  
Whitworth, Rochdale, OL12 8DB**

Thank you for making the team so welcome during our recent visit to Our Lady and St. Anselm's. We were particularly grateful to those of you who agreed to give up part of your lunch break to meet us. Also, thank you to those of you who completed the questionnaire. All your responses were very helpful.

Our Lady and St. Anselm's is an outstanding school. We were impressed by many things. Your teachers provide you with interesting and enjoyable lessons and because of this you make outstanding progress. Your behaviour is mature and responsible. Your excellent behaviour helps the school to keep up its very high standards. You are able to take part in many interesting activities. I was particularly impressed with the superb session with the school choir which I was able to watch.

Your teachers assess your progress very carefully and use this information to plan for the next steps of your learning. Marking is usually very thorough but at times does not always explain clearly enough what you need to concentrate on next. We have asked the school to make sure that it does this to help you to learn even more.

You are right to be proud of your school. Please help your teachers by continuing to behave so well, by always trying your best and by helping each other. Once again, thank you for your kindness and help.

Yours sincerely

Stephen Rowland  
Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**