

# Our Lady and St Paul's Roman Catholic Primary School, Heywood

Inspection report

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<b>Unique Reference Number</b>	105819
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	377304
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Keith Bardon

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Dodd
<b>Headteacher</b>	John Nish
<b>Date of previous school inspection</b>	15 January 2007
<b>School address</b>	Sutherland Road Darnhill Heywood OL10 3PD
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## Introduction

### Inspection team

Keith Bardon  
Peter Mather

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 16 lessons, observed nine teachers, held meetings with staff, members of the governing body, and pupils, and talked informally with parents and carers. Inspectors observed the school's work, and looked at a range of evidence including policies, the school's improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. Also, they analysed 145 questionnaires returned by parents and carers and those completed by pupils and staff.

## Information about the school

Our Lady and St Paul's is an average-sized primary school. Most pupils are of White British heritage and all pupils speak English. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils who are supported by school action plus or with a statement of special educational needs is also average. The school meets the current floor standard (the minimum standards of attainment and progress in English and mathematics expected by the government by the end of Key Stage 2). Since the last inspection there have been a large number of staff changes, including a new headteacher who took up the post in September 2011. At the time of the inspection, the deputy headteacher and two other permanent members of staff were on maternity leave. While the majority of children enter the Early Years Foundation Stage in the Nursery Year a significant proportion join at the start of their Reception Year. The school has Healthy School status and has achieved the Activemark, ECO mark and Pupil Leaders awards.

**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

- Our Lady and St Paul's is a good school with a warm and welcoming family atmosphere. It is not yet outstanding because attainment at the end of Year 6 is average and not higher.
- Pupils of all ages make good progress both academically and personally, and throughout the school achievement is rising. Pupils' knowledge, understanding and skills build systematically. In comparison with national expectations, pupils of different ages read competently, write interesting stories and detailed accounts, and calculate accurately when set a mathematical problem.
- Teaching is good but not yet outstanding. Pupils enjoy a rich and varied curriculum which is well matched to their needs. Teachers often link lessons through themes which give purpose and direction to pupils' learning. While teachers make sure pupils know the purpose of lessons and help them recognise the steps they need to take to succeed, the guidance they provide is not always sufficiently clear or well-focused.
- Pupils behave well, show good attitudes to school and are keen to learn. They participate enthusiastically in a wide range of extra-curricular activities and readily take on responsibilities to help the smooth running of the school. Pupils confirm that they feel safe and secure in school and appreciate the help and caring support they receive from all the staff.
- The school is led and managed well. The headteacher has quickly acquired a detailed understanding of the school strengths and areas for improvement. Well-considered measures to reverse a previous dip in school effectiveness have had rapid impact and returned the school to a good level of performance. Teachers have been set challenging targets for pupils' achievements and many are being met. Staff and the governing body share the headteacher's high ambitions for the school and are working closely as a team to achieve them. However, the evaluation of actions taken to provide improvement is infrequent.

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

- Raise standards of pupils' attainment by:
  - increasing the amount of outstanding teaching
  - extending assessment and progress tracking procedures and ensuring full use is made of the information they produce to inform teaching and learning
  - more regularly evaluating the impact of actions taken to improve outcomes and provision
  - ensure that in all lessons the learning objectives and success criteria provide pupils with clear and sharply focused guidance
  - ensure that all marking follows the school's policy and is of a consistently high quality.

## Main Report

### Achievement of pupils

Children often enter the Nursery class with understanding and skills that are lower than those typical for their age. The attainment of those who enter at the start of the Reception Year is often wide ranging and mixed. Irrespective of their starting point children make good progress and achieve well in the Early Years Foundation Stage because they are taught well and provided with lively and stimulating opportunities to learn, well matched to the needs of the age group.

The school's response to a dip in attainment has been measured and effective. Pupils' attainment at the end of Year 6 has returned to a level in line with the national average and throughout the school standards are rising. With few exceptions, Year 2 pupils read with the accuracy and understanding expected of the age group. They recognise many common words on sight and often self-correct those they have misread. New words are decoded confidently with pupils showing good knowledge of letters and sounds. By the end of Year 6, pupils' attainment in reading is average. While pupils of all ages sound out words skilfully they are often limited to this one strategy to help them decode new ones. Pupils' reading enhances their learning in other subjects and they follow written instructions and information texts closely and accurately.

Writing is a current focus for school development and standards are rising. This is evident in literacy lessons and across the curriculum as a whole. In Year 2, pupils retell well known fairy tales to good effect. Year 6 pupils write detailed and convincing arguments when discussing everyday issues such as the implications of eating junk food. By Year 6, most pupils have the mathematical knowledge and skills expected and a minority have higher abilities and calculate with considerable dexterity. When set a problem of identifying how many combinations of sides could produce a rectangle with a perimeter of 15 centimetres pupils immediately deduced that they would have to use decimal numbers for at least two of the four sides.

In response to the skilled support they receive from class teachers and teaching assistants, disabled pupils and those who have special educational needs make good progress and

learn effectively alongside their peers. Although there is some variation across different year groups in the attainment of boys and girls, both achieve well and leave at the end of Year 6 well equipped for what the future may bring. Most pupils listen carefully to their teachers, try hard to answer questions put to them and concentrate well until a task is complete.

## **Quality of teaching**

Teachers plan interesting lessons which provide challenge and stimulation and teach the curriculum with enthusiasm and creativity. Activities are carefully balanced so that pupils have time to work independently or in small groups to practice and consolidate what they have been taught. Lessons link cohesively and pupils' knowledge, understanding and skills are promoted progressively and securely. By providing Year 4 pupils with a variety of opportunities to examine and identify the strategies employed by familiar advertisers the teacher built successfully on the previous day's persuasive writing lesson. Pupils were fully engaged and made insightful judgements about the way in which language was used. The teaching of letters and sounds is well structured and effective. Pupils gain much from the clarity with which these lessons are taught.

While teachers' pay due attention to the different abilities of the pupils and their use of assessment data has improved of late, some opportunities to raise the attainment of pupils further and to ensure continuity of learning between classes are missed. The skilled teaching assistants work closely and effectively alongside class teachers and make a very positive contribution to pupils' learning, especially that of pupils who are disabled or have special educational needs. There are examples of good quality marking which indicates clearly whether targets have been met and what pupils could improve. However, some marking does not adhere closely enough to the school's clearly defined policy and guidelines. Pupils' behaviour is managed well and lessons move along smoothly and at a good pace.

Teachers pay close attention to pupils' spiritual, moral, social and cultural development. Literacy work which encourages pupils to think about social issues and the much enjoyed weekly 'Learning for Life' lessons are two of many examples in which these aspects of pupils' personal development are effectively taught. Pupils are encouraged to help each other, review each other's work sensitively and to share successes. This adds much to the positive ethos which permeates all classrooms.

## **Behaviour and safety of pupils**

Pupils' behaviour is good. They socialise and work well together and show respect for each other's ideas and opinions. Pupils understand the 'good to be green' system of rewards and sanctions fully and appreciate its fairness. They are looking forward to the introduction of the 'platinum card' and determined to earn it through hard work and consistently positive behaviour.

An overwhelming majority of parents and carers confirm that their children feel safe in school, a view endorsed by the pupils. Relationships between staff and pupils are excellent and throughout the school posters remind pupils who they can turn to if they are upset or feel lonely. Regular opportunities to learn life skills provide pupils with a good understanding of how to keep themselves safe both in school and out. A very small minority of parents and carers expressed some concerns about pupils' behaviour, including bullying. Inspectors examined these issues and raised them with pupils. Pupils show a good understanding of what constitutes bullying and are confident that any that does occur will be dealt with

quickly and effectively by staff. Inspectors came to the same conclusion and records show that bullying is rare.

Most pupils attend school regularly and arrive punctually. Working closely with parents and carers, the school has reduced the amount of pupil absence substantially this year and attendance is continuing to rise. Good spiritual, moral, social and cultural development is clearly evident in the mature way in which pupils reflect and consider important issues that affect their own lives and the lives of others. They willingly raise funds to aid those less fortunate than themselves and mature into sensible and responsible young people with a strong sense of self-worth. Year 6 pupils are transferring to secondary education confident they will do well.

## **Leadership and management**

Leaders, managers and the governing body share a common and accurate view of the school's strengths and areas for improvement and plan its development carefully. Leaders and managers acknowledge the need to more frequently evaluate the actions they take to improve pupils' performance and the quality of provision. Procedures for monitoring pupils' progress have recently been improved. Because teachers are more involved in recording and scrutinising the assessment data for their classes they have become far more aware of the impact their lessons are having on pupils' progress and the quality of teaching is rising. However, development is not yet complete and opportunities to extend the use of assessment information to raise attainment remain. School records show that while teaching is often good only a small amount is outstanding. The regular and well-considered opportunities for professional development staff receive increases their skills and gives them the confidence to employ new and creative ideas.

The curriculum is good and promotes pupils' academic and personal development well. The thematic approach the school has adopted in which different subjects are linked in meaningful ways stimulates pupils' interest in learning to learn and provides a secure framework for their development, both in and out of lessons. Pupils' spiritual, moral, social and cultural development is good. Leaders and managers monitor provision and coverage carefully, taking every opportunity through the taught curriculum and beyond to promote and extend pupils' personal development.

Safeguarding procedures are rigorous, checked regularly and meet requirements. The school does not tolerate any form of discrimination and keeps a close watch over any pupils whose circumstances may make them vulnerable. Good teaching and carefully targeted support for those who need additional help ensure all pupils have equal opportunities to learn. The governing body is closely involved with the school and responsive to its needs. The impact of the many positive features of leadership and management provides clear evidence of the school's capacity 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.**



14 May 2012

Dear Pupils

**Inspection of Our Lady and St Paul's Roman Catholic Primary School,  
Heywood, OL10 3PD**

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. Special thanks go to those who talked with us about the school and those in Years 1, 2 and 6 who read to us. Yours is a good school and we understand fully why you enjoy it so much. Your behaviour is good and we were pleased to see you working hard in all the lessons we visited. It was nice to hear you feel well cared for by staff and we know they will be pleased.

The progress you make is good because you are taught well and given interesting things to do. You told us you find lessons enjoyable and that you learn a lot from them and we could see this was true.

By the end of Year 6, most of you are producing work at the level expected for your age. To help you achieve even more we have asked staff to:

- make the quality of lessons as high as possible
- make sure they make full use of the information they collect about your progress when planning lessons
- ensure that the learning objectives and steps to success are as clear and useful as they can be
- make sure everyone marks work in the same way and provides good quality information about what you have done well and how to improve.

We know that you will play your part by continuing to work hard in all lessons and paying careful attention to what teachers say about your work. We have also made suggestions to help staff and governors make the school even better. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon  
Lead Inspector

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