

Our Lady and All Saints Roman Catholic Primary School, Parbold

Brandreth Drive, Parbold, Wigan Lancashire, WN8 7HD

Inspection dates 9–10 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children get off to an excellent start in the Early Years Foundation Stage.
- Many pupils, year on year, make better than expected progress. Attainment in English and mathematics at the end of Year 6 is well above average.
- Much of the teaching in all classes is outstanding. It is never less than good.
- Although the curriculum engages pupils very well and promotes outstanding achievement overall, there is scope for the potential of most able pupils to be realised even further in subjects other than English and mathematics.
- Senior leaders and subject managers set the highest expectations for themselves and others. They check and evaluate the school's work thoroughly.
- The governing body is highly effective in the way it challenges the school and helps to drive forward improvement in teaching and pupils' achievement.
- Pupils enjoy school immensely. Their attitudes to learning are exceptionally good, as is their general behaviour. They feel safe at all times and share trusting relationships with adults and each other.

Information about this inspection

- The inspector observed 10 lessons and parts of lessons.
- Meetings were held with members of staff, pupils, and the governing body. There was also some discussion with parents and a representative from the local authority.
- In addition, the inspector took account of 29 responses via Parent View.
- The inspector observed the school's work and examined a wide range of documentation including national assessment data and the school's own assessments, minutes from governing body meetings, the school self-evaluation and local authority reports, safeguarding documentation and samples of pupils' work.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than the average sized primary school
- Almost all pupils are White British.
- Very few pupils are known to be eligible for funding through the pupil premium.
- The proportion of pupils supported by school action is well below average.
- An average proportion is supported by school action plus or have a statement of special educational needs.
- The school meets current floor standard which are the minimum government expectation for pupils' attainment and progress at the end of Year 6.
- Before and after-school care are provided by a management committee. There is also separate pre-school provision on site. These provisions are not provided by the governing body and are inspected separately and reported on individually.

What does the school need to do to improve further?

- Develop the curriculum to provide better opportunities for the most able pupils to use their literacy and numeracy skills in all subjects to help them achieve the same levels of success as they do in English and mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- Children's abilities are broadly typical when they start in Reception. They settle very quickly, and rapidly gain in both confidence and in being able to work by themselves because of the exceptional care and teaching they receive. They make better than expected progress and are well advanced, especially in their language and social skills, when they enter Year 1.
- This rate of progress continues as pupils move through the school. Attainment is above average in reading, writing and mathematics at the end of Year 2 and shows signs of improving further.
- There is better than expected progress also in Years 3 to 6 resulting in well-above-average national test results in English and mathematics. School assessments and pupils' work indicate that this picture is likely to be sustained with more pupils than previously on track to attain the highest possible level in those subjects.
- Reading is taught exceptionally well. The excellent start pupils get in learning letters and sounds provides the confidence and skills they need to become extremely competent readers by the time they leave the school. They are helped by the highly effective system of 'reading buddies' where pupils of all ages regularly pair up with reading partners to boost each others' reading skills. By the end of Year 6 pupils read widely and reach well above average standards. They borrow regularly from the library and are knowledgeable about authors, past and present.
- Disabled pupils and those with special educational needs make excellent progress from their varying starting points. Their learning is very carefully planned and recorded to ensure they are always ready for the next steps. First class teaching and sensitive support from skilled teaching assistants are a very strong contributions to those pupils' progress.
- Pupils eligible for pupil premium funding, including those known to be eligible for free school meals, benefit extremely well from additional support provided and progress at the same pace as others. The school ensures that all pupils equally have the opportunity to share fully in the life of the school and to achieve their best.

The quality of teaching

is outstanding

- Teachers set consistently high expectations for themselves and their pupils, and staff share their expertise with each other. As a result, there is outstanding teaching across the curriculum.
- No time is lost in beginning lessons. Teachers are always well prepared. Their explanations are clear and brief, usually supported by excellent use of electronic whiteboards. There is always enough time for practical activity.
- The expectations that pupils will show initiative and challenge themselves in lessons are very strong features. In a science lesson for Years 3 and 4 a pupil shared his sense of achievement by delightedly calling out, 'and I did it independently', after constructing a working electrical circuit.
- Teachers plan lessons that fully engage pupils in learning. They use a variety of methods and resources to make learning more exciting. In one lesson a group of pupils filmed themselves in role play which they used to help them to gain a better understanding of story characters.
- Teachers provide many opportunities for pupils to use and develop writing and mathematics skills in different ways. Information and communication technology (ICT) also features very strongly in lessons and pupils apply their excellent skills, for example, to carry out mathematics investigations in Year 6 related to the weekly cost of living. Nevertheless teachers' own checks on their work highlights the potential for the most able pupils to achieve even more in other subjects.
- Regular high-quality marking and verbal feedback gives pupils the understanding they need to measure their progress and see what needs to be done next. They frequently assess their own and each other's work and help to reset targets. As a result, they are extremely confident about their own learning. Throughout lessons teachers check on pupils' progress and question them to

make sure targets are being met.

- Teaching assistants fulfil a crucial role within the teaching team. They are well trained and use their many skills very effectively to work alongside teachers and provide learning support where it is most needed.

The behaviour and safety of pupils are outstanding

- Pupils' spiritual, moral, social and cultural development is excellent. Their attitudes to learning are outstanding. They are extremely keen to do their best and both challenge and help each other in the classroom. They work very effectively in groups and always achieve what they set out to do.
- Behaviour in lessons and around the school generally is always exemplary. Relationships, underpinned by the school's very strong Christian values, are excellent. Pupils know what is acceptable and what is not. They are adamant that bullying and name-calling in any form are non-existent in the school and feel entirely safe in the school's care.
- Pupils have very good awareness of other faiths and cultures gained from lessons in school, first-hand visits and visitors from the local community.
- Pupils contribute a great deal to the everyday life of the school. Their politeness and good manners make them worthy ambassadors as they greet visitors and show them round. The school council listens to pupils' views and takes action, for example, to find a fair solution about ways to use the football pitch, so that all classes could have a turn. It also leads the way in fund-raising for school projects and in helping to fund the supply of fresh water to areas overseas where it is in short supply.
- Pupils feel valued in school because of the relationships they have with teachers and other adults. This contributes to their positive attitudes and enjoyment of school. Attendance is above average and continuing to improve.
- Parents fully support the school and its aims. They fully appreciate the level of care provided by school staff and how well their children are prepared for the next stage of their education.

The leadership and management are outstanding

- Leaders and subject managers work continuously to achieve excellence in all aspects of the school's work. They have successfully improved the school's performance since the previous inspection and clearly demonstrate the ability to maintain its high quality. The local authority continues to provide 'light-touch' support for this outstanding school.
- All staff members have a clear understanding of the whole school's performance and of how they are accountable for its improvement. They contribute fully to achieve a robust and accurate view of the school's performance and the development of strategies to ensure pupils achieve all that they can.
- The first-class management of teaching and learning is central to the school's success. Shared targets, as a result of performance management, are achieved through well-planned training and the successful testing of new ideas by the whole school staff. Significant outcomes have been rapidly achieved with sustained improvement in mathematics and ICT and high-quality teaching throughout the school.
- The engaging curriculum provides rich and exciting opportunities for pupils to achieve academically, especially in English and mathematics, and to develop outstanding personal qualities. Teachers acknowledge that in order to raise the level of excellence further, they need to provide more opportunities for the most able pupils to test their individual skills to their limits in subjects other than English and mathematics.
- **The governance of the school:**
 - The governing body knows the school and the data on its performance in national tests extremely well and challenges it vigorously over standards and pupils' achievement. At the

same time it is quick to support the school and provide what is needed to bring about rapid improvement. Governors visit the school regularly to discuss its work with staff members and keep abreast of the progress made. Statutory duties are dealt with efficiently including the control and management of financial resources. Governors oversee the performance management of the headteacher and staff very effectively and are aware of teaching quality in the school and how this is linked to pay progression. Pupil premium funding is managed carefully to ensure that all pupils have the opportunity share fully in the life of the school. Safeguarding arrangements fully meet requirements and the governing body ensures that training in that aspect, as well as all other areas of governance, are kept up to date.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119694
Local authority	Lancashire
Inspection number	403410

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Adrian Owens
Headteacher	Claire Griffin
Date of previous school inspection	11 October 2007
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Fax number	01257 464543
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