

# The Saint Hugh's Catholic Primary School, Lincoln

Woodfield Avenue, Doddington Park, Lincoln, LN6 0SH

**Inspection dates** 26–27 February 2013

| <b>Overall effectiveness</b>   | Previous inspection: | Good               | 2        |
|--------------------------------|----------------------|--------------------|----------|
|                                | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| 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.

- Pupils make outstanding progress. From starting points which are in line with those expected for their age, they reach standards in English and mathematics at the end of Year 6 which are well above those found nationally.
- Teaching is outstanding. Teachers have high expectations of pupils. They motivate them to learn through well planned and highly stimulating activities.
- Pupils enjoy school very much. They behave exceptionally well. They work together in lessons in a highly mature and sensible manner. They have a clear understanding of how to keep themselves safe.
- Leaders are ambitious. They are constantly pushing for further improvement. They monitor the quality of teaching and pupil progress very carefully. They provide well-focused training for staff and high quality support for pupils.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils enjoy a wide variety of activities. Staff and pupils express pride in the school's very caring ethos.
- Pupils have a very many opportunities to take on responsibilities and serve their community. They are being exceptionally well prepared for a future in the modern world.
- The governing body is well-organised and very effective. It uses information provided by the senior leaders to hold the school to account for pupils' achievement and well-being.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 23 lessons, two of them jointly with the headteacher, and made brief visits to several more. They also examined closely the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, senior leaders, school staff, governors, and an officer representing the local authority.
- Inspectors scrutinised a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 51 parents and carers had posted responses to the online questionnaire, and they analysed questionnaires which had been completed by staff.

## Inspection team

|                                |                      |
|--------------------------------|----------------------|
| Mark Mallender, Lead inspector | Additional Inspector |
| Richard Marsden                | Additional Inspector |
| Doreen Davenport               | Additional Inspector |

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average. (This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of these pupils supported at school action plus, or with a statement of special educational needs, is below average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress.

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

- Allow more pupils to make progress in excess of national expectations, and more-able pupils to achieve standards well above those expected nationally at Key Stage 2 in English and mathematics by:
  - ensuring that teachers' planning contains a range of demanding lesson objectives that cater for the needs of individual very able pupils.
  - allowing pupils in all classes more time and opportunity to respond decisively to the advice given to them by teachers when they mark their work.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join the school in the Early Years Foundation Stage with the knowledge and skills that are expected for their age. All groups make outstanding progress as they make their way through the school and, by the end of Year 6, standards in English and mathematics are significantly above those found nationally.
- Pupils eligible for the pupil premium make progress in line with other pupils in the school. Pupil premium funding is used exceptionally well to provide additional support and opportunities and to narrow the gap in attainment in English and mathematics between this group of pupils and their classmates. Parents, carers and pupils both speak positively about the rates of progress made by their children. 'My child has come on in leaps and bounds in reading, writing and number work since starting the school – they have made very good progress' was the view of one parent, typical of many.
- Disabled pupils and those who have special educational needs achieve exceptionally well. Their needs are very carefully identified and they receive intensive support in lessons or in one-to-one or small-group activities with a teaching assistant or other adult nearby. Pupils from minority ethnic groups and those who speak English as an additional language also make at least good and often outstanding progress.
- Pupils are extremely enthusiastic readers. They show a genuine love for books and first and foremost they read for enjoyment. Their scores in the 2012 Year 1 phonics check were above average. By the end of Year 2 standards of reading are above average, and by the end of Year 6 they are significantly above. The most-able pupils in Years 2 and 6 read fluently and with very good expression. Pupils who don't find reading as easy are given well taught guidance to help them cope with unfamiliar words.
- Achievement in mathematics is outstanding. Pupils concentrate well on the tasks they are given in lessons because these are interesting, motivating, purposeful and relevant. Over time they make outstanding progress because they are deeply engaged in their learning and have a clear understanding about how to improve.
- There are many and varied opportunities for the pupils to write at length, not just in English lessons, but in many others subjects also. Because of this, rates of progress are outstanding and pupils by the end of Y6 are writing at a standard well above that expected for their age.

### The quality of teaching

### is outstanding

- Teachers have extremely high expectations and expect children to work very hard. They plan inspirational and thought-provoking lessons. These capture pupils' interest, engage them and make them keen to learn. Teachers make good use of different media, visual aids, computer technology, practical and investigative tasks which stimulate learning. Lessons move at a brisk pace and pupils are given clear time limits in which to complete tasks.
- Teachers' planning is extremely effective in matching work to the needs of pupils. Pupils become deeply engrossed in the carefully thought out activities. In one science lesson, for example, pupils' motivation was sky high because of the degree of freedom they were given as they explored the relationship between the size of an object's shadow and its distance from the light

source. However, teachers' lesson objectives are not always sharp or demanding enough to allow the most able pupils to progress to well beyond expected levels.

- Teaching in mathematics and English is equally strong. In an outstanding English lesson, the teacher used part of a Human Planet nature programme, narrated by John Hurt, to demonstrate the effects of using rich and powerful language and vocabulary. Pupils were utterly engrossed. Not only did they quickly learn how to 'upgrade' vocabulary within their writing, they also responded with real feeling to the wonders of the natural world. Pupils' spiritual development is consequently outstanding.
- Teachers track the progress of pupils very carefully and, as a result of this, timely and highly effective help and support is put in place for those pupils that need it. Teaching assistants and other adults give very good support to pupils. One-to-one support is common, and small groups are withdrawn from class for specific and highly focused learning.
- Teachers' marking is of high quality. Pupils are told what they do well and what they need to do to make their work even better. Teachers do not always check that pupils act decisively on this advice, however, and this stops some pupils from making even more rapid progress.
- In the Early Years Foundation Stage, adults aim high from the outset and children are encouraged to be independent. Planning is detailed, and adults provide good opportunities for collaborative learning where the children can develop their social skills. Adults interact well with children, taking every opportunity to develop their social, observational and language skills. Activities, both indoors and out, are purposeful and varied and carefully planned to promote different aspects of children's learning.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour is exemplary. Pupils work very well together and show high levels of respect for each other and the adults that work in school. Pupils are very polite, have impeccable manners and make the school a very inviting and safe place where all are welcome.
  - Pupils are immensely proud of their school and relish the opportunities that they have to take on responsibilities and serve their community. They serve, for example, as school councillors, librarians, prefects or eco-team members and this further develops their confidence and self esteem.
  - Pupils and their parents and carers speak with great warmth about the school. 'A brilliant school, very caring with a lovely family atmosphere,' was the comment of one parent, and this summed up the views of many. Pupils are well aware of the different types of bullying, including internet bullying and the importance of e-safety.
  - The school gives good support to pupils whose circumstances may make them particularly vulnerable. It uses outside agencies very well to support them in doing this. The inspectors saw telling examples of how such support has improved the attitudes and progress of individual pupils facing particularly difficult circumstances.
  - 'Our parents and our school believe in us'. This pupil's comment sums up the excellent partnership that the school has with parents and carers in developing trust and self-worth within its pupils. Pupils feel valued and listened to and thoroughly enjoy coming to school. Attendance is above average.
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- Pupils' cultural awareness is outstanding. The school provides extensive opportunities for pupils to experience links with other schools both locally and overseas. The school itself is an extremely harmonious multicultural community.

### **The leadership and management are outstanding**

- The rigour with which the quality of teaching and pupils' progress are monitored ensures that pupils make outstanding progress throughout the school. Leaders and managers have an accurate awareness of the school's strengths and weaknesses and are quick to remedy underperformance. The senior leaders' extremely high expectations are shared by all staff.
  - The performance of staff is overseen closely. All staff have sharply focused personal targets and their training needs are addressed on an individual basis. Teachers' salary progression is carefully monitored, and promotion is only given when the impact on pupils' achievement indicates that this is fully deserved.
  - The local authority provides good support and training for staff and governors. The current school improvement advisor has worked closely with subject leaders, Early Years staff and the special educational needs coordinator.
  - Pupils follow extremely rich teaching programmes which provide them with many opportunities for personal development. The school was one of the country's first to become a Fair Trade school. Pupil road safety officers lead assemblies. The school celebrates events such as the Queen's jubilee, 'Mad Hair Day' and 'Africa Week'. After-school clubs are well attended by pupils in both key stages
  - The school engages very well with its families. Parents speak highly of how approachable the staff are. Regular parents' evenings, as well as special meetings to help parents and carers understand the school's work and know how best to support their children are very well attended.
  - Leaders make sure that there is no discrimination, so all pupils, regardless of background or need, have full access to everything the school offers. They ensure that child protection and safeguarding have a high priority and are kept under meticulous review. They see that all legal requirements are met and that good practice prevails.
  - **The governance of the school:**
    - The governing body is highly effective in promoting the pupils' outstanding achievement. Governors are well trained and know how the school's performance compares with others, and use this information well to question, challenge and hold senior leaders to account. Governors know where teaching is strong and understand the systems used to hold them to account for the quality of their work. They have high expectations and ensure that any underperformance is tackled and any promotion is truly deserved. Frequent visits into school, meetings with subject leaders and observations of lessons ensure governors are well-informed about the school's work. They play a key role in creating such documents as the school development plan. These expectations are shared by all who work and learn in school. The governors are fully committed to supporting vulnerable pupils through the effective use of the pupil premium funding and they measure the impact of this spending carefully. They ensure all statutory safeguarding requirements are met in full.
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## 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

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 120617       |
| <b>Local authority</b>         | Lincolnshire |
| <b>Inspection number</b>       | 403445       |

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> | 279                                      |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Father John Kyne                         |
| <b>Headteacher</b>                         | Gregory Hughes                           |
| <b>Date of previous school inspection</b>  | 24-Jun-08                                |
| <b>Telephone number</b>                    | 01522 501137                             |
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