

St Hugh's CE Primary School

Wildmoor Avenue, Holts, Oldham, Lancashire, OL4 5NZ

Inspection dates

20-21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not a good school because:

- Attainment at the end of Key Stage 1 in reading, writing and mathematics has been below average overtime.
- Not enough pupils make good progress or achieve well in writing by the end of Key Stage 2.
- There are inconsistencies in the quality of teaching.
- Teachers do not always set work that brings the best out of pupils and misunderstandings are not always picked up and corrected by teachers.
- There are not enough opportunities for pupils to write at length to practise and refine their writing skills in different subjects.
- Leaders have not fully addressed inconsistencies in the quality of teaching.
- Not all governors have well developed skills in analysing and interpreting information about pupils' attainment and progress.

The school has the following strengths

- The work of leaders and governors is leading to an improvement in pupils' achievement and the quality of teaching.
- Children make outstanding progress in the Early Years Foundation Stage.
- Pupils behave well and know how to stay safe.
- The curriculum is enlivened by a wide range of enrichment activities.
- There is a strong emphasis on the care and welfare of pupils.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Leaders have the ability to take the school forward.
- Disabled pupils and those pupils with special educational needs make good progress as a result of strong support programmes and the help from adults they receive.

Information about this inspection

- The inspectors observed 15 lessons or parts of lessons taught by 10 teachers. Two of these were joint observations with the deputy headteacher.
- Discussions were held with the Chair and Vice Chair of the Governing Body and another governor, staff, pupils, the school's improvement partner and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 10 responses to the online questionnaire (Parent View) in carrying out the inspection. Account was also taken of the 85 responses to a recent school questionnaire sent to parents to gain their views about its performance.
- The headteacher is a local leader of education and provides support to another local school.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

John Dunne

Additional Inspector

Full report

Information about this school

- St Hugh's is smaller than the average-sized primary school.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There is a well above average proportion of pupils eligible for the pupil premium, (the pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- Most pupils are of White British heritage.
- The proportion of pupils who join the school other than at the normal time is above average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The school has gained a number of national awards.

What does the school need to do to improve further

- Improve the quality of teaching so that it is good or better by:
 - ensuring that teachers always provide work that brings the best out of pupils
 - teachers rigorously picking up on pupils' misunderstandings during lessons and correcting them.
- Raise attainment by the end of Key Stage 1 and achievement in writing through the school by:
 - extending and enriching pupils' vocabulary
 - improving pupils' handwriting and their ability to spell words correctly
 - providing sufficient opportunities for pupils to write at length in different subjects in order for them to practise and improve their writing skills.
- Improve leadership and management, including governance, by:
 - more robustly addressing the inconsistencies in the quality of teaching
 - ensuring that all governors are skilled in analysing and interpreting information about the school's performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Children's skill levels on entry to school are generally well below those expected for their age. They make outstanding progress in the Early Years Foundation Stage, though attainment is below average on entry to Year 1.
- Progress slows through Key Stage 1 and, by the end of Year 2, attainment remains below average in reading, writing and mathematics. Improvements to progress in Key Stage 2, particularly over the last year, mean that attainment in reading and mathematics is broadly average but below average in writing.
- From their different starting points the proportion of pupils making expected progress is close to the national figure in reading, writing and mathematics. The proportion exceeding expected progress is close to the national figure in reading and mathematics but is below in writing.
- The fact that pupils' attainment by the end of Key Stage 1 has been below average overtime and that not enough pupils are making good progress in writing indicates that achievement requires improvement.
- Pupils enjoy reading but their limited vocabulary is at times a barrier to them improving their skills rapidly.
- Pupils can write in a variety of styles to express their ideas. However, their handwriting is not well developed and their spelling lacks accuracy.
- Disabled pupils and those who have special educational needs make good progress because their specific needs are identified at an early stage and well targeted extra support provided to meet them.
- The most-able pupils are not always given work that stretches them to do their best and this limits their progress at times.
- Pupils who start school other than in Nursery are given extra support to ensure they make the same progress as other pupils.
- The funding for pupils known to be eligible for the pupil premium has been used effectively to raise their attainment in English and mathematics. It has been used to provide small group and individual support and this has successfully narrowed the gap between pupils known to be eligible for free school meals and other pupils in school. As a result their attainment in English and mathematics by the end of Year 6 matches that of other pupils not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

requires improvement

- Although teaching is improving it is still judged to require improvement because there is inconsistency in its quality. Teachers do not always provide work that stretches pupils sufficiently, including the more-able pupils, and this slows the progress they make. Pupils' misunderstandings are not always picked up and corrected and this hinders their learning. Also, there are not enough opportunities provided for pupils to write at length in different subjects to practise and improve their writing skills.
- In the Early Years Foundation Stage, adults work extremely well together to provide children with stimulating activities that takes their learning on very quickly. The strong focus on promoting children's speaking and listening skills means they make rapid gains in this aspect of learning. The outdoor area is used very effectively to extend learning that has taken place indoors.
- In Key Stages 1 and 2, when teaching is good or better, teachers have good subject knowledge and are able to explain and demonstrate new ideas clearly and confidently to pupils. They use questioning well to find out what pupils know and to extend their understanding. Teachers use

information about how well pupils have learned to help them plan future lessons. Questioning is used successfully to find out what pupils know and to deepen their understanding in different subjects.

- Such teaching was observed in a Year 6 literacy lesson in which pupils made excellent progress in developing their skills of persuasive writing when creating an advertisement for their perfect friend.
- Teaching assistants effectively promote the learning of all pupils, particularly disabled pupils, those who have special educational needs and pupils known to be eligible for the pupil premium.
- Teachers promote pupils' spiritual and moral development well by encouraging them to be curious about the world around them and by high expectation of their behaviour. They foster pupils' social and cultural development by giving them opportunity to work collaboratively to complete tasks and to learn about cultures different to their own.

The behaviour and safety of pupils are good

- Pupils' behaviour is welcoming and positive and contributes well to their learning in lessons. They are kind and considerate and encourage others to conduct themselves well. The views of parents, staff, pupils and the school's behaviour logs indicate that behaviour is good. However, pupils say that there are times when some pupils do not behave well as they could do.
- There is a good awareness among pupils of the different forms of bullying, such as physical bullying and name calling. They say such incidences seldom occur and are confident staff would deal with them quickly if they did.
- Pupils are eager to learn and say they particularly enjoy working together on practical activities. They have a good level of concentration and persevere when faced with difficulty.
- The curriculum effectively develops pupils' understanding of the dangers related with roads, railways, water and the use of the internet. As a result pupils have a good understanding of how to keep themselves and others safe. Pupils know what to do if approached by a stranger.
- Attendance has improved in recent years and now matches the national average. Pupils come to school on time, which ensures that there is no delay in starting activities.
- Pupils are willing to take on a variety of responsibilities, such as being a member of the school council or sports leaders supporting the behaviour of younger pupils at lunchtime. They carry out their roles diligently and take pride in them. In so doing, they add to the life of the school and give all pupils a voice in how the school develops.

The leadership and management requires improvement

- The school's leadership is securing improvements in pupils' achievement and in teaching. However, leadership and management still require improvement because there remain inconsistencies in the quality of teaching. Attainment has remained below average over time in Key Stage 1 and not enough pupils are making good progress in writing. Not all governors have a clear understanding of data related to pupils' achievement.
- The headteacher provides educational direction for the school and knows how successful it can be. The arrangements for assessing how well the school is doing accurately identify the correct areas for development, including raising attainment in Key Stage 1 and achievement in writing.
- The management of staff performance and training of teachers and other adults has successfully driven improvement in pupils' achievement in reading and mathematics by the end of Key Stage 2. It has been less effective in raising achievement in writing. The performance of teachers is linked to their salary progression.
- The role of subject leaders has been improved so they have a clearer view of teaching and learning in their subjects.

- Lesson observations are carried out by senior leaders and strengths and areas for development conveyed to teachers. However, there are inconsistencies in the quality of teaching that have not been fully addressed.
- The new primary sport funding has been used successfully to extend the breadth of physical education and sport provision and improve its quality. As a result pupils' participation rates in sporting activities have increased.
- The promotion of equality of opportunity and tackling of discrimination is good.
- Leaders and governors ensure that all pupils are safe and well looked after. They work effectively with a wide range of agencies to provide strong support for those pupils whose circumstances might put them at risk.
- The local authority has provided light support since the previous inspection.
- The curriculum effectively promotes pupils' spiritual, moral, social and cultural development. It provides pupils with adequate advice and guidance to prepare them for their next steps in education. The curriculum is enlivened by a variety of extra-curricular activities and visits, including to the People's History Museum and National Football Museum.
- Improvements made by leaders and governors show they have sufficient ability to take the school forward.
- **The governance of the school:**
 - Not all governors show a clear understanding of data relating to pupils' achievement and this limits their ability to hold leaders to account for the school's performance. The governing body ensure that safeguarding requirements are met and know how the management of performance is used to improve staff expertise and reward good teaching. Governors have a clear understanding of how the funding for pupils eligible for the pupil premium is used to raise their achievement. They manage the budget effectively.

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	105699
Local authority	Oldham
Inspection number	430524

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Joe Fitzpatrick
Headteacher	Lynne Burnley
Date of previous school inspection	3 October 2011
Telephone number	0161 770 3171
Fax number	0161 770 3172
Email address	info@sthughs.oldham.sch.uk

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