

# St Hubert's Catholic Primary School

Wolverhampton Road, Oldbury, B68 0LP

**Inspection dates** 6–7 March 2014

<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.

- This school insists on the very highest standards of behaviour and achievement. Pupils, who are exceptionally well-prepared in every way for their future lives, consistently meet these expectations.
- The headteacher and the deputy headteacher have equally high expectations of their staff. They have created a school in which outstanding teaching happens every day.
- Teachers know what each pupil is capable of achieving in every subject and work tirelessly to ensure they do. Pupils say their teachers are 'the best of the best'.
- Pupils make outstanding progress across a wide range of subjects. They start school at levels that are average and, in some cases, below average for their age. They go on to leave the school with standards that are often much higher than the national average.
- From Reception onwards, pupils learn not to give up. They expect to be set challenges and know how to overcome them.
- Children make rapid progress in Reception, quickly developing their speaking, writing and counting skills.
- The school is recognised nationally for its successes, particularly in information and communication technology.
- The school's leaders readily share their expertise and experience with other schools.
- The behaviour of pupils is outstanding. They learn to take significant responsibility for themselves and for others. In lessons, they work exceptionally well, whether they are on their own, in pairs or in groups.
- Pupils feel safe and happy in this very caring school. They learn how to manage their own safety exceptionally well, both in their daily lives and when using the internet
- Pupils show great respect for other faiths and good understanding of other cultures.

## Information about this inspection

- Inspectors observed 19 lessons, six of which were jointly observed with the headteacher and deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to younger pupils read.
- Inspectors held meetings with groups of pupils, senior leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 91 responses to the online questionnaire Parent View and considered the 23 responses to a staff questionnaire. Inspectors also considered the 24 responses by parents and the 205 responses by pupils to recent questionnaires from the school.
- The inspection team examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

## Full report

### Information about this school

- St Hubert's is smaller than the average-sized primary school.
- The large majority of pupils come from White British backgrounds and a minority come from other ethnic backgrounds. A very small minority have English as an additional language.
- The percentage of pupils who are supported through the pupil premium (which in this school provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The local authority has asked the headteacher, as a local leader of education, to act as an adviser to two local schools.

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

- Develop the roles of subject and key stage leaders so that they take more responsibility for improving the school's performance and other key areas of the school's work, and provide the training they will need to do so.

## Inspection judgements

### The achievement of pupils is outstanding

- Children usually start in Reception with skills and understanding that are typical for their age, although their levels of personal, social and emotional development are often lower. With expert guidance they quickly develop a love of learning and a curiosity about the world around them. As a result they go on to achieve standards at the end of Key Stage 2 that are above those found nationally in reading, writing and mathematics.
- Since the previous inspection the proportions of pupils not only making but also exceeding expected progress in English and mathematics have consistently been well above the national average. Pupils currently in Reception, in Key Stage 1 and in Key Stage 2 are meeting the school's ambitious targets. At the time of the inspection, and well before the end of the current school year, half the pupils in Year 2 and the same proportion in Year 6 are had already made more progress than expected. Rates of progress across the whole school in writing and mathematics, and particularly in reading, are outstanding.
- An increasing proportion of more-able pupils are achieving the very highest levels in all subjects. In the last school year, seven pupils in Year 6 entered and passed their GCSE mathematics. This is not only a considerable achievement for these pupils but clearly demonstrates that there is no 'ceiling' on the achievement of pupils in this school.
- Pupils supported by the pupil premium receive an exceptionally good level of support from classroom teachers and support staff and the school keeps close track of their progress. Given the very small numbers, it is not possible to comment on the attainment of pupils leaving Year 6 in 2013 in English or mathematics without potentially identifying individuals. However many of these pupils currently at the school, including those who are more-able, are making as good if not better progress than their classmates. The school's commitment to equal opportunities is evident in its refusal to allow barriers of any sort to develop that might prevent any individual pupils or groups making exceptional progress.
- Reading and writing are strongly promoted throughout the school and inspectors saw outstanding teaching of letters and the sounds they make (phonics) to younger pupils. This was not, however, reflected in pupils' performance in the Year 1 check of these skills in the last school year. In response the school has started teaching its formal programme of phonics earlier in the Reception Year. An above-average proportion of pupils met the expected level in phonics in Year 2 and pupils in Year 6 achieved well above the national average in the grammar, punctuation and spelling assessment.
- The small numbers in each year group of disabled pupils and those who have special educational needs are achieving exceptionally well and the progress of these pupils, given their starting points, is good. This is because their individual needs are quickly identified and fully met and their overall progress in writing is above that of other pupils.
- Pupils from ethnic minorities also make good progress. Although only a very small minority of pupils are registered as having English as an additional language, a larger proportion are from families in which English is not the first language spoken at home. It is typical of how well school leaders respond to the needs of their pupils that they have recognised this situation and have given additional support to this groups of pupils. As a result they are making progress that is broadly in line with other pupils in writing and better than other pupils in reading and mathematics.

**The quality of teaching is outstanding**

- There is remarkable consistency in the way agreed policies and teaching strategies are implemented across the school from Reception to Year 6, and this has had a significant impact on pupils' achievement. Pupils benefit greatly from their familiarity with the school's routines and approaches to learning. Detailed planning is at the heart of the success of this school. Teachers constantly review and re-shape tasks and activities based on their ongoing assessments of their pupils' progress. This means that teachers are able to provide lessons that are rich with educational experiences for their pupils.
- Teachers know their pupils very well as individuals and assess and track their progress with great accuracy and regularity. This knowledge, combined with the very highest expectations, particularly for the more-able, ensures that pupils are given ever more challenging targets and leads to outstanding achievement. All groups of pupils, including those eligible for the pupil premium and those for whom English is an additional language, benefit from this attention to the detail of their progress in reading, writing and mathematics.
- Outstanding teaching in the Early Years Foundation Stage lays firm foundations for pupils' progress through the school. Teachers and support staff work effectively together throughout the school, particularly in Reception. There is a constant dialogue between pupils and staff and between staff themselves, as they model the correct use of language for the pupils and develop their skills in problem-solving. Disabled pupils and pupils who have special educational needs are very well supported in lessons both by classroom teachers and support staff.
- The same outstanding teaching that is consistently evident in English and mathematics is present in other subjects. For example, in one Year 6 lesson, pupils' skills in speaking Spanish were refined and enhanced through detailed work on pronunciation and they were eager to learn new vocabulary. Teachers promote pupils' social, moral, spiritual and cultural development very well across the full range of subjects. Pupils are particularly confident when working in pairs or groups, very naturally taking turns, negotiating with each other and sharing their insights and opinions.
- Pupils' books show that teachers skilfully pitch the level of work to reflect pupils' previous learning and to take them forward. Teachers consistently ask for, and get, increasingly sophisticated and detailed responses. Marking is regular and detailed and ensures all pupils are always very clear about what they need to do next in order to improve further.
- The school makes excellent use of information and communications technology. Pupils are not only adept at using familiar software packages but also develop basic skills in programming and coding. Internet research on computer tablets is integrated into many lessons and some pupils publish their own e-books through the school's own advanced website. The school is a national leader in this field.

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

- The behaviour of pupils is outstanding, as are their attitudes to their learning. They successfully develop their interests by exploring topics they have chosen for themselves in their 'learning logs', and then sharing their insights and enthusiasms with teachers and parents. These good attitudes to learning are also clear in the pride pupils have in the appearance of their uniform and their school and the neat presentation of work in their books.
- The school's records, discussions with pupils, parents' responses and inspectors' observations all show that pupils' behaviour around the school is exemplary. They are unfailingly polite and

courteous to visitors and staff and take very good care of each other, particularly older pupils 'looking out' for the younger ones.

- The school's work to keep pupils safe and secure is outstanding. Pupils regularly work on their own risk assessments to identify any potentially hazardous activities and learn how to assess any dangers. Pupils' physical well being is strongly promoted through active outdoor learning in Reception and through competitive sport and physical education for all pupils. This includes, for example, weekly workouts for pupils requiring additional exercise.
- Pupils take on a wide range of responsibilities as members of the school council and as playground buddies. They also learn to manage their own time and activities. For example, in place of traditional parents' evenings, some pupils draw up agendas for 'pupil-led conferences' and lead the event, greeting their parents and guiding them through the process. This growing sense of personal responsibility prepares them especially well for moving on to secondary school.
- When asked about behaviour and safety, pupils were absolutely clear about the firm and fair use of rewards and sanctions and stated that there was no bullying, which they differentiated from 'falling out'. School records support this. School rules, expectations and values underpin the school's very positive ethos and there have been no permanent exclusions of pupils from school since the previous inspection. Fixed term exclusions are a rare occurrence. This is a result of the school's willingness to include all pupils in everything the school offers, and inspectors read case studies containing evidence of marked improvements in behaviour and progress for individual pupils.
- Pupils' attendance is above the national average and continues to improve. There are very few pupils who are persistently absent, and the school's systems for following up any absence are rigorous.

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

- The headteacher and deputy headteacher are outstanding leaders who are both creative and dynamic. They have ensured that the range of subjects and approaches to teaching are exceedingly well matched to the needs of the pupils. Their energetic and overwhelmingly positive staff share the school leaders' commitment to helping the school to continue to improve.
- Every week a different group of pupils are invited to a 'working lunch' with the headteacher and deputy headteacher. They bring their recent work with them and share their achievements. These lunches clearly illustrate the senior leaders' commitment to knowing the pupils, raising achievement and developing mature and confident young learners.
- The continuous and sustained improvement in the quality of teaching stems from the effective training provided for all staff. This includes, for example, weekly training sessions for learning support staff. However, subject and year group leaders do not all possess the skills and experience needed for them to take full control of their areas of responsibility. The school is aware of this and recognises the need to provide them with specific training so that they can play a full part in the development of the school and its provision.
- The senior leaders and governors know their school well and continually identify areas for improvement and celebrate pupils' successes. They ensure that school policies are applied consistently throughout the school. They monitor teaching closely and leaders and governors are quick to tackle any underperformance. The careful co-ordination of teachers' planning, rigorous scrutiny of pupils' books and attentive listening to pupils' views all contribute to an effective

appraisal of the quality of teaching in the school. This system is used very effectively to link pay progression closely to the progress of pupils.

- The ethos of the school is sustained both by regular visits to the local church but also through its strong code of conduct and its well-designed programme of religious education. Pupils are given a broad awareness of the religious and cultural diversity of modern Britain with visits to mosques, temples and synagogues. An international dimension is added through the strong links with a school in India.
- Relationships with parents are very positive and the Parent View analysis and the school's own surveys show the vast majority feel that the school is well managed and that their child is happy and safe. The school meets the statutory requirements for safeguarding and the school's policies are regularly reviewed.
- The school has a very positive relationship with the local authority, taking full advantage of the training and expertise that are available. The headteacher is able to share her own expertise with other schools in her role as a local leader of education.
- The school's additional physical education funding has been used to appoint a lunchtime fitness instructor and purchase sports equipment. In addition, professional sports coaches have been training school staff to improve their skills and confidence. The school is currently evaluating the impact of this spending on the health and well-being of pupils.
- **The governance of the school:**
  - Members of the governing body have an excellent understanding of the school's performance, including the quality of teaching, and how pupils' test results compare to those of other, similar schools. They make regular visits to the school and, as well as being very supportive of the new leadership team, they hold senior leaders to account for progress in raising pupils' achievement.
  - Governors know how the management of staff performance is helping to improve the quality of teaching, and understand the link between staff salaries and the meeting of targets for pupils' progress and achievement. They know how pupil premium funding is being used and the successful impact it is having on pupils' achievement.
  - Governors have undertaken training to improve their own skills. They make sure that policies, including those relating to safeguarding pupils, are regularly reviewed and updated, and are implemented effectively. Governors closely supervise the school's finances, so that St Hubert's makes the best use of available resources.

## 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>	103999
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	431503

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Thompson
<b>Headteacher</b>	Clare McNally
<b>Date of previous school inspection</b>	24 March 2009
<b>Telephone number</b>	0121 422 2629
<b>Fax number</b>	0121 422 6531
<b>Email address</b>	headteacher@st-huberts.sandwell.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.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 assesses 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 educational 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 St  
Manchester  
M1 2WD

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

© Crown copyright 2014

