

St Hugh's CE Primary School

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

Inspection dates 2–3 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are mostly well below those typical for their age. Children get off to a good start in the early years and achieve well.
- Standards at Key Stage 1 improved significantly in reading, writing and mathematics in 2014 and are now close to the national average.
- Standards at Key Stage 2 are broadly average in reading, writing and mathematics. An above average proportion of pupils make more progress than is expected of them in mathematics.
- Teaching is good and staff provide high-quality opportunities for pupils to learn well and enjoy a wide range of experiences.
- Teachers and teaching assistants create a very positive working environment, which encourages pupils to get the most out of their lessons.
- Pupils are keen to learn and apply themselves well in lessons. Their attitude to learning is good and, as a result, they make good progress in all subjects.
- Pupils behave well and feel safe in school. They do not tolerate behaviour that makes others feel unwelcome or unhappy.
- The quality of care staff give pupils, especially those who have additional needs or whose circumstances make them particularly vulnerable, is exemplary.
- The school is led by a senior leadership team who have high expectations of what pupils can achieve, and whose focus on improving the quality of teaching has been successful in raising standards for pupils.
- Governors are supportive and have an accurate view of the school's performance. They have worked well with senior leaders to raise standards and further improve the quality of teaching.

It is not yet an outstanding school because

- Not enough pupils achieve the higher levels at the end of Key Stages 1 and 2 in reading, writing and mathematics.
- Sometimes, the most able pupils are not challenged enough and do not always make the progress of which they are capable.
- Senior leaders are not yet analysing the school's assessment information regularly enough to fully monitor the performance of all groups of pupils effectively.

Information about this inspection

- Inspectors observed nine lessons or part lessons, including one which was jointly observed with the headteacher.
- Meetings were held with groups of pupils, members of staff, members of the governing body, a representative of the local authority and the school improvement partner.
- The results of the school's latest parental survey were considered along with 19 responses to the online questionnaire (Parent View).
- During the inspection, a wide range of documentation was scrutinised, including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Fourteen responses to the staff questionnaire were considered.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.
- Inspectors also observed the school's Harvest Festival led by the headteacher and an infant class, and attended by parents.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

Full report

Information about this school

- St Hugh's is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- An average proportion of pupils are supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- A high number of pupils join and leave the school other than at the normal times. A large proportion of pupils joining the school have additional and often complex needs.
- The school operates a breakfast club during term time, which is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching further in order to raise the standards that pupils reach in reading, writing and mathematics by the end of Key Stages 1 and 2, by:
 - making sure that all lessons contain a suitable level of challenge, especially for the most able pupils, so that more pupils attain the higher standards.
- Improve leadership and management by:
 - ensuring that senior leaders regularly monitor pupils' achievement to make sure that all groups make at least good progress
 - regularly reviewing the effectiveness of the school's new curriculum and organisation of teaching staff to ensure that all pupils are making at least good progress.

Inspection judgements

The leadership and management are good

- Senior leaders keenly promote high standards and good progress and overall ensure equality of opportunity for all pupils. Their knowledge of pupils and the level of pastoral care they provide for them and their families are both exemplary.
- Senior and middle leaders all demonstrate the same high levels of commitment to raising achievement and improving the quality of teaching. They monitor teaching and pupils' achievement but do not yet analyse the performance of groups regularly enough or in enough detail to be able to quickly identify any groups that may not be making the best progress possible. School leaders have recently reorganised the way that they deploy staff so that middle leaders are teaching English and mathematics in most classes every week. As a result, newly qualified staff are very well supported and standards in these subjects are rising rapidly.
- While the progress of pupils has traditionally been checked every term, senior leaders have now recognised the need to do this more regularly so that patterns in progress and attainment can be identified sooner and effective action taken to address any issues rose.
- The senior leader with responsibility for overseeing the achievement of and provision for pupils with special educational needs or disabilities is very effective in monitoring pupils' progress and the quality of the support these pupils receive. She ensures that pupils who have additional needs are identified early in their school career and are very well supported to make good progress.
- Teachers are set performance targets which are linked to improving the quality of teaching and raising pupils' achievement. Senior leaders check these targets throughout the year and demonstrate the impact that support and professional development are having on improving the quality of teaching.
- The school has well thought out curriculum plans which ensure that there are many opportunities for pupils to write and use their mathematical skills in different subjects. The curriculum is significantly enriched with a wide range of trips and visits and pupils are very enthusiastic about the range of sporting and musical opportunities that they enjoy in each class throughout the school.
- Pupils' spiritual, moral, social and cultural development is very well supported by the range of subjects taught and by assemblies, as well as by opportunities to take part in different extra-curricular activities. The standards achieved by pupils in music are particularly high as a result of very high-quality teaching and learning opportunities which the school provides for all pupils. The range of experiences the school offers pupils ensures that they are well prepared for life in modern Britain.
- The primary school sport funding is spent wisely to ensure that all pupils benefit from an improved quality of teaching and the opportunity to take part in a wider range of activities.
- The local authority has provided support for the school and has maintained regular contact with senior leaders to ensure that improvements have been sustained.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and weaknesses. Governors have begun to challenge senior leaders more effectively about improvements in the standards pupils reach as well as the quality of teaching. They check the quality of the school's work regularly at their meetings and are establishing a programme of checks in school alongside senior staff. They have undertaken appropriate training on checking achievement; they understand the link between the arrangements to manage the performance of teachers and their impact on raising standards and improving the quality of teaching, as well as pay rewards. Governors have a good overview of the spending and impact of the pupil premium funding and the primary school sport funding and are committed to ensuring every pupil is given an equal opportunity to succeed. Governors meet all statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons, pupils are motivated and eager to learn and are keen to do well. They listen carefully and follow instructions well. An example of their good attitudes was seen in the way they took part in their Harvest Festival with enthusiasm and enjoyment.
- Pupils say they think behaviour is good; they have a clear understanding of the school's systems of rewards and sanctions and the effect these have on maintaining good order and high expectations. They

are confident that any incidents of poor behaviour are dealt with fairly and consistently by all staff.

- Pupils behave well around the school. They are polite, courteous and welcoming to visitors and to new pupils who join the school after the normal time. They enjoy sharing their work and are proud of the improvements they have made in the standards they achieve and the presentation of their work.

■ Safety

- The school's work to keep pupils safe and secure is good.
- Relationships between pupils and adults are very positive and pupils trust the school's staff to help them if they have any problems or concerns.
- Pupils said that they feel safe in school, there are very few incidents of bullying and that staff deal with them well. They demonstrate a very good awareness of how to keep themselves safe both physically and, for example, when using the internet.
- Pupils insisted that racism was not tolerated and that they all felt as though the school valued them for their individual strengths and talents.
- Most parents who responded via Parent View said that they felt pupils were well behaved and the majority said that bullying was dealt with effectively. Staff manage behaviour well. Even though incidents are rare, the school keeps detailed records of how these are managed and works well with parents to resolve them.
- Highly effective procedures are in place to keep vulnerable pupils safe. There is clear evidence of how the school works with other agencies to protect and nurture such pupils.
- Attendance has improved and is now average.

The quality of teaching

is good

- A significant feature of the good teaching in the school is the calm, well managed classrooms. Activities are well thought out and expectations of pupils are high. As a result, learning is purposeful and pupils are enthusiastic and keen to do well. They listen to their teachers well and apply themselves quickly to their activities. Pupils who spoke with inspectors said that they enjoyed learning and appreciated the range of activities that they were presented with by teachers in lessons. They also recognised how opportunities to write about the extra-curricular activities they took part in helped them to make good progress in writing. Work is well prepared in all classes. The right equipment is usually provided for pupils to tackle the tasks they are given. However, during the inspection, pupils' progress was hindered in a number of lessons that included the use of technology which was not always working effectively. Nevertheless, pupils demonstrated resourcefulness and chose different methods to complete the tasks set when technology let them down.
- The use of adults to support learning has a significant impact on pupils' achievement. Teaching assistants and support staff understand the focus of each session clearly and have appropriate resources to work with groups and individuals. As a result of this high-quality support, pupils who are disabled and those with special educational needs make good progress.
- A typical example of pupils learning well was seen in a Year 4 lesson where pupils explored parts of speech and used their knowledge skilfully to identify different elements in a text of their choice. They confidently demonstrated what they already knew and enjoyed the challenge of choosing their own book from which to work. Teaching assistants supported pupils who were less confident and, as a result, all pupils made good progress.
- Pupils' work is marked with sound advice and guidance on how to correct mistakes and improve work. Pupils use 'fix-it' time each day to work through the corrections or challenges to ensure that they are addressing these quickly and learning from their mistakes. As a result, pupils make good progress in all subjects. Evidence in pupils' books shows that they have made particularly rapid progress this year as a result of good teaching, well focused support and high-quality feedback from teachers and other adults.
- Teachers provide the most able pupils with additional sessions in English and mathematics. As a result, these pupils make good progress and an increasing proportion attain standards above those expected for their age. However, the most able pupils occasionally do not make such rapid progress in whole-class lessons because they are not always sufficiently challenged.
- On the few occasions when pupils do not make good progress, they are engaged in activities that occupy them rather than provide them with a sufficient amount of challenge to further develop or extend their understanding.

The achievement of pupils is good

- A much higher number of pupils join the school after the start of the early years and many of these pupils have a range of additional needs. All groups of pupils make good progress across the school from their starting points, but the overall standards achieved by different year groups are sometimes variable because they are affected by the number of transient pupils.
- In the most recent Year 1 phonics screening check (a check on pupils' knowledge and understanding of letters and the sounds they make), the proportion of pupils who reached the standard expected for their age was slightly below average. The majority of pupils in Year 2 who did not meet the standard in Year 1 were successful in reaching the expected standard the following year.
- Pupils make good progress in Key Stage 1. They reach standards in reading, writing and mathematics that are now close to the national average and this is an improvement on previous years. Even so, the proportion of pupils attaining standards above those expected for their age is lower than the national average.
- Pupils' overall attainment at the end of Key Stage 2 is broadly average and almost all pupils make at least the expected progress in reading and mathematics. In 2014, all pupils made at least expected progress in writing. The proportion of pupils reaching higher attainment than expected was lower than the national average in all subjects.
- The achievement of disabled pupils and those with special educational needs is good. They make similar progress to their peers although they occasionally do not achieve the same standards, as their starting point is often lower than their peers'. The school is quick to assess pupils with disabilities and special educational needs who may be underachieving and offers them a range of support in specific groups or individually, which ensures that they do not fall behind their classmates in their progress.
- Disadvantaged pupils supported by the pupil premium make good progress. In 2013, the attainment of these pupils was approximately two terms behind that of non-disadvantaged pupils in the school in mathematics and four terms behind in reading. However, their attainment was above that of non-disadvantaged pupils in writing by two terms, and by three terms in English grammar, punctuation and spelling. When compared to non-disadvantaged pupils nationally, their attainment was approximately one year behind in reading and writing and two terms behind in mathematics.
- The most able pupils make at least the progress expected of them and achieve well, especially in reading and mathematics. Although an increasing proportion of these pupils attain standards that are above those expected for their age as they move through the school, not enough pupils attain the highest standards by the end of Key Stages 1 and 2. The school's work to ensure that all groups of pupils achieve well reflects the school's commitment to ensuring every pupil has an equal opportunity to succeed. School leaders have been effective in raising achievement and improving the quality of teaching so that any gaps in pupils' performance are narrowing rapidly.

The early years provision is good

- The majority of children join the Nursery class with skills that are significantly below those typical for their age. Children make good progress in the early years. However, in 2014, only one-third of the Reception class achieved a good level of development.
- While the majority of children have achieved a good level of development in previous years, in 2014 the Reception class contained a much higher than usual number of children who did not start at the normal time. In addition, there was an unusually high proportion of children who were disabled or who had special educational needs. Nevertheless, children in this complex group made good progress from their individual starting points.
- The leadership of the early years is good and the senior leader with this responsibility has a clear and well informed view of achievement and the quality of teaching. She ensures that the curriculum offered is appropriate, well planned to build on the previous experiences of the children and to meet their interests.
- The outdoor area has been recently developed and more plans are ready to enhance it further. Indoor and outdoor provision is both safe and secure.
- Teaching is good in the early years. It is especially strong in the Reception class. Adults organise learning activities with clear consideration of what the children need to do next in order to make good progress.
- Children work well together and with the adults supporting them. They are, in the main, keen to chat

about their learning and to question each other about what they are doing. Adults working in the early years support children's language development well by phrasing their questions and comments carefully and by choosing their words skilfully to extend children's vocabulary. Children use technology confidently. They particularly enjoyed choosing a range of counting songs from a pre-recorded selection and using the 'counting hats' to reinforce their understanding of number and sequencing.

- Children's spiritual, moral, social and cultural development is strong. Children from a range of cultural backgrounds work and play together in a harmonious atmosphere.
- The very few children who speak English as an additional language and those who are disabled or who have special educational needs are well supported and make good progress.

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	452009

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	216
Appropriate authority	The governing body
Chair	Joseph Fitzpatrick
Headteacher	Lynne Burnley
Date of previous school inspection	20 November 2013
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