

St Hugh's CofE Primary School

Wildmoor Avenue, Holts, Oldham, Lancashire OL4 5NZ

Inspection dates

19–20 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching is not consistently good throughout the school. Many pupils, from all groups, are not making the progress they are capable of, especially in their reading and in subjects such as science, history and geography.
- Reading, at home and in school, is not promoted well enough. Currently, pupils lack the proficiency to achieve as well as they should.
- Expectations of what pupils can achieve are not as high as they should be.
- Self-evaluation and action-planning, at both school and subject level, are not focused or detailed.
- Monitoring of the quality of teaching lacks precision and is not leading to improvements quickly enough.
- The curriculum does not provide sufficient breadth and balance to meet pupils' needs effectively. Pupils have insufficient opportunities or time to develop their learning across the full range of subjects.
- The leadership of some subjects is at an early stage of development and is not having sufficient impact on improving provision.
- In early years, not all of the activities provide sufficient challenge to enable children to make progress towards a good level of development, especially in literacy.

The school has the following strengths

- School leaders provide a safe and nurturing environment for the pupils in their care. The pastoral support is strong.
- Pupils enjoy their mathematics lessons. The effective management and support provided are leading to improvement.
- Physical education (PE) and music have a high profile around the school.
- There is a strong culture of safeguarding, which ensures that pupils are kept safe.
- Pupils with a wide range of complex needs are well cared for.
- Pupils behave well in school. They appreciate the support that they receive from adults.
- Governors understand and support the school well.

Full report

What does the school need to do to improve further?

- Improve outcomes for pupils, especially in reading, by developing a word-rich culture around the school that promotes reading and supports achievement.
- Improve leadership and management by:
 - sharpening school self-evaluation so that it is more precise in determining the impact on outcomes and provision for pupils
 - ensuring that planning, at both whole-school and subject level, is clearly focused on improving provision, identifies clearly defined and practical improvement strategies and has clear lines of accountability
 - developing a more effective monitoring culture in order to improve teaching and learning and outcomes for pupils.
- Develop the role of middle leaders, especially in science, history and geography, for example by making use of training, resources and advice provided by the respective subject associations, to enable them to:
 - put in place a curriculum which provides depth and rigour to the teaching of the subject
 - eventually be knowledgeable enough to offer subject-specific advice and training to their colleagues in order to raise their confidence to enable them to plan and teach the subject more effectively.
- Continue to improve the quality of teaching and adult support in the early years to ensure that the planned activities provide greater challenge for the children, enabling them to make improved progress, especially in their literacy skills.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher and senior leaders are committed to providing the pupils in their care with a safe and nurturing environment. In this, they have been successful. There is a positive climate of care around the school.
- However, leaders have not managed to secure enough good teaching. There are too many inconsistencies across the school. As a result, pupils' progress is not good. Recent staffing turbulence has also not been helpful to leaders.
- Leaders have an overly positive view of the school's performance. They are aware of some of the strengths and weaknesses, but their development planning is not sharp. Potential actions are listed, but there is no evaluation of impact or clear lines of accountability. Targets on action plans are not precise or specific.
- Too much monitoring is not leading to clear improvements or informing action planning. Some of the points for improvement following the last inspection have not been fully addressed.
- Currently, there is no clear or cohesive strategy in place to improve the provision and outcomes in reading. Initiatives such as the reading café have been implemented and other strategies have attempted to improve links with parents. However, there is a lack of objectivity and accountability in how these are sustained and embedded into the everyday life of the school. Many initiatives are being attempted without strategic decisions being made as to which of these are right for the school and which have the most chance of success.
- Changes to the teaching of mathematics, however, are having a positive impact on improving teaching. These changes ensure that there is challenge for pupils. They also provide a clear structure for delivering lessons. Improvements are beginning to show. Music provision is also a strength of the school.
- Leaders have recently identified that the curriculum in science, geography and history is not being delivered with sufficient depth and consistency to meet the needs of the pupils currently in the school. There is good intent to provide a clearer structure through discrete teaching of these subjects. However, these plans are at an embryonic stage. There has been no impact to date on improving learning in these areas.
- The quality of leadership of subjects is variable. In mathematics, there is a strong strategic focus, which is having an impact on improving provision. However, leadership of other subjects, such as science, history and geography, is at an early stage of development, with leaders only recently being given these responsibilities.
- The school is determined to provide as wide a range of cultural and extra-curricular experiences as possible for its pupils, to broaden horizons and raise expectations. Pupils enjoy and benefit from visits to places of interest, whether it is taking part in outdoor pursuits on residential trips or exploring the upland landscape at an environmental centre. A visit from the mobile farm provides excitement for younger pupils. These events provide useful and novel experiences for many pupils and also enrich the curriculum.

- The pupil premium funding is used mainly to provide additional learning support and extra-curricular opportunities. The funding also provides additional pastoral support to those pupils who need it. However, inconsistencies in teaching mean that disadvantaged pupils do not consistently make as much progress as they should in their academic learning.
- The clear analysis of the needs of pupils with special educational needs and/or disabilities (SEND) assists teachers and support staff to help these pupils well, especially in terms of their welfare needs. Some of these pupils have very complex needs. Several teaching assistants are trained in pastoral interventions, such as emotional literacy and anger management programmes. This caring support enables vulnerable pupils to participate fully in lessons. Effective use is made of funding.
- Sport has a high profile around the school. Funding is being used effectively to pay for specialist coaches who deliver much of the curriculum, and to upskill teachers. Pupils expressed very positive attitudes to the many sporting activities on offer. Participation in after-school activities is high. The school is successful in several inter-school sports events.
- The Christian ethos of the school promotes pupils' spiritual, moral, social and cultural development well. There is a strong focus on equality. Pupils of all faiths or none are fully engaged in school life. Gender stereotypes are challenged, with boys encouraged to participate in ballet. There is an inclusive approach to diversity.

Governance of the school

- Governance is a strength of the school. Governors are well informed about the school. They have a secure understanding of the specific barriers that are preventing pupils from achieving their best.
- They know the school and the local community well. They regularly visit the school and meet with staff and pupils to learn about, and reflect on, the life of the school and what needs to be done to bring about improvement.
- There is a broad range of experience across the governing body, which provides a good mixture of expertise. Governors offer school leaders appropriate levels of challenge and support. Governors have attained the Governor Mark Award in recognition of their work.
- Governors are fully aware of their statutory duties for safeguarding. Staff are recruited with careful consideration. Governors have attended relevant training.

Safeguarding

- The arrangements for safeguarding are effective.
- The creation of a safe environment for pupils is a priority for the school. Pupils understand the need to keep safe, including online. They feel safe in school.
- All staff have undergone regular safeguarding training. New staff are quickly inducted into the safeguarding programme.
- Child protection procedures are well established and are carried out effectively. When

the need arises, there is prompt liaison with relevant agencies. The school site is secure.

- Pre-employment checks and safer recruitment processes are in place and secure.

Quality of teaching, learning and assessment

Requires improvement

- Not enough pupils make the progress, or develop the knowledge, skills and understanding, that they require across a range of subjects, because teaching is not consistently good.
- Overall, mathematics is being taught well. There is challenge evident in teaching over time and in pupils' outcomes in books. Improvements are being driven by an experienced subject lead, who is providing training and support both in school and in partner schools. In mathematics, there is a clear planning and teaching structure, as well as focused and regular professional development. Teachers are also supported through team teaching. All of these strategies are beginning to have a positive impact. Outcomes are improving, and so is pupil engagement. Many of the pupils interviewed identified mathematics as their favourite lesson.
- Where teachers are specialists, or have good subject knowledge, teaching is strong, and challenge is more evident. All pupils in key stage 2 are taught to play a brass instrument by specialist music teachers. The school brass band has a good reputation in the local area. Coaches provide much of the training in physical education. The school has much success in competitive sport. However, across other subjects the picture is patchier.
- The school is not promoting or delivering reading well. In particular, pupils are not sufficiently encouraged to read regularly at home. Many do not have the opportunity for adults to listen to them read either at home or at school on a regular basis. The reading books they use from class and school libraries do not always match their abilities and are not changed regularly enough. Reading corners are not enticing. As a result, pupils demonstrated varied levels of comprehension and enjoyment in reading.
- Currently, teachers lack the subject knowledge, confidence, resources or expertise to teach science, history or geography with any conviction. The time given on the curriculum is too limited to enable these subjects to be delivered to any great depth. Many activities are low-level and occupy pupils rather than challenge or develop their skills and understanding. There are limited opportunities for pupils to develop their learning through extended writing. There is a lack of cohesive planning to ensure clear progression in learning in these subjects. In addition, some aspects of these subjects are not being covered.
- Adults are not being sufficiently consistent in spotting errors in pupils' work or checking misconceptions. As a result, the quality of pupils' work varies and is not good overall. Work is sometimes incomplete, untidy and with poor handwriting. Presentation does, however, show signs of improvement in English and mathematics by the time pupils finish Year 6.
- There is variability in the teaching of phonics. A new phonics scheme has been introduced recently. Teachers are getting to grips with the style and process. It is too soon to judge the impact of this. However, generally, work is matched appropriately to

the needs of the pupil groups.

- Teaching assistants are generally well deployed. They are used well, especially in mathematics lessons and in small intervention groups.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's ethos promotes a caring and protective haven for its pupils, many of whom have complex needs. Inclusion is at the heart of much of what the school does. Pupils are accepting and welcoming of differences. They are understanding of why some people may choose to lead different lifestyles.
- The school strives hard to ensure that no pupil is disadvantaged or unable to participate in any activity. For example, all pupils in Year 1, and those new to the school, are provided with their first PE kit at no cost to the family. Equally, all key stage 2 pupils get the opportunity to play a musical instrument.
- Pupils are very positive about the care and support they receive. Several pupils, who had experienced different schools, identified that this school was by far the best. Pupils feel safe and well cared for. They appreciate the hard work of the adults in the school.
- Staff understand pupils' individual needs. Staff plan activities well to enhance pupils' mental and physical health and well-being. For example, participation in the 'daily mile' is a regular occurrence for older pupils.
- Most pupils have a good understanding of how to keep themselves safe. The school has a well-established programme of e-safety, which the pupils and parents are aware of. Pupils identified that incidents of bullying are rare, and are tackled swiftly and effectively by adults.

Behaviour

- The behaviour of pupils is good
- The vast majority of pupils behave well. However, where lessons are less engaging, low-level disruption can occur. Pupils also identified that there was some disruption in some lessons. However, they also understood that this was often caused by a small number of pupils with specific behavioural or emotional needs. Overall, the atmosphere around the school is calm and welcoming.
- Pupils are polite, walk sensibly around the school and open doors for adults. Pupils express a natural inquisitiveness about visitors and are not shy about asking questions. They said that they enjoyed coming to school.
- Incidents of bullying, racist and other prejudicial behaviour are monitored carefully. Records show that incidents are rare and are quickly dealt with.
- Attendance is lower than the national average and has been so for the last three years. Current school information shows that it has improved this year and is now closer to the national average. This reflects the recent impact of the positive strategies that are

in place. Persistent absenteeism is also beginning to be reduced.

Outcomes for pupils

Requires improvement

- Current pupils' work and the latest school performance information show that many pupils across the school are not making sufficient progress. Reading is a particular concern, with progress well below the average. In mathematics and writing, most pupils make average progress.
- In Year 6 in 2018, pupils' attainment was significantly below average in English and mathematics, but particularly in reading. The pupils who read to inspectors showed mixed levels of enjoyment and proficiency. Few read regularly at home. Their attainment requires improvement.
- There are very complex issues relative to pupils' mobility and specific cohort needs. As a result, rates of progress vary across year groups and classes, reflecting inconsistencies in teaching. Pupils who join the school at different times generally do not make the same progress as those pupils who have been there for a greater length of time.
- The proportion of pupils reaching the expected standard in the phonics screening check is on a gradual upward trajectory. However, it remains below the national average.
- In 2018, Year 2 pupils' national results were below average in reading and writing, but above average in mathematics. This reflects improvements in the teaching of mathematics across the school. Boys outperformed the girls in every area.
- From their starting point, disadvantaged pupils, who make up the majority in each cohort, generally make the same progress as their peers in the school. However, in reading, this remains well below the national average. Differences between the attainment of disadvantaged pupils and other pupils nationally remain wide. In general, pupils with SEND make weaker progress than their peers
- When checking pupils' work, inspectors found that teachers' expectations varied. There is insufficient challenge, especially in writing, including for the most able pupils. Handwriting skills are also variable. Weak spelling across the school has had an impact on writing outcomes. In contrast, expectations were higher and more clearly defined in mathematics lessons, where teaching was better. There is emerging evidence of improvement in mathematics. However, this has not yet made a difference consistently to outcomes at the end of Year 6.
- Pupils' learning in other curriculum areas is patchy, especially in science, history and geography. This is because time allocated to study these subjects is limited and pupils have insufficient opportunities to develop their knowledge and skills in sufficient depth. However, all pupils in key stage 2 are given the opportunity to learn to play a brass instrument; this is a strength.

Early years provision

Requires improvement

- Children enter the Reception class with skills and knowledge which are below those typical for their age. Their speech and language skills are particularly poor. The school now offers 30 hours of free nursery provision to ensure that children's skills and knowledge on entry into Reception are increased. This is making a difference with these children. They benefit from spending time in the school-based setting for longer.
- By the end of Reception, the proportion of children who achieve the required good level of development remains well below the national average. Most children make adequate rather than good progress. Few boys reach a good level of development. Many children are not yet fully prepared for the next stage of learning. However, there is a gradual upward trend. This shows that the improvements being put in place by leadership in early years are beginning to have some impact.
- The quality of teaching across the early years requires further improvement. Children are engaged by the range of activities provided. They can show sustained interest in the tasks they are attempting. However, the activities do not always provide the challenge required to promote good progress. Some staff do not know when to intervene in children's learning, to question and challenge and take the learning forward.
- The early years environment is not being used to best effect to promote reading and writing, particularly in the Nursery. Reading areas are not clearly defined or used regularly by the children. For example, reading baskets were in the construction area and were not being accessed by the children. There are limited opportunities for children to mark-make and write. Children are not being regularly directed to attempt these activities when they are provided.
- Nursery and Reception children access the same outdoor area. They develop good relationships with adults as well as with each other. Standards of behaviour are good. Both ages mix well and share materials and activities. However, these activities do not always challenge the older children accordingly.
- Relationships with parents are positive. They are constantly being encouraged to engage with their children's learning. Transition arrangements help children to settle well into Nursery and Reception.
- Safeguarding and welfare procedures are in place and are effective. Children are well cared for and enjoy coming to school.

School details

Unique reference number	105699
Local authority	Oldham
Inspection number	10082066

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Rev. Edith Disley
Headteacher	Lynne Burnley
Telephone number	0161 770 3171
Website	www.st-hughs.oldham.sch.uk
Email address	info@st-hughs.oldham.sch.uk
Date of previous inspection	October 2014

Information about this school

- St Hugh's C of E Primary is an average-sized one form entry school.
- Most pupils are of White British heritage. The school now has an increasingly diverse population. A third of pupils speak English as an additional language.
- The proportion of disadvantaged pupils is significantly above the national average.
- The proportion of pupils with SEND support is above the national average.
- The proportion of pupils who have an education, health and care plan is average.
- The school has a significantly higher ratio of girls to boys.
- In-year mobility is high.
- The school has a nursery which provides free full day care.
- The school manages a breakfast club on site for its pupils.
- The most recent section 48 SIAMS (Statutory Inspection of Anglican and Methodist

Schools) inspection took place in 2014.

Information about this inspection

- Inspectors observed learning in lessons and part lessons across all year groups and many subjects. Most of these were observed jointly with the headteacher or other senior leaders.
- Meetings were held with senior and middle leaders, school staff and four members of the governing body. The lead inspector also spoke to two representatives of the local authority.
- Inspectors scrutinised pupils' work during lessons and work produced over time in a range of books across a range of subjects. Most of this was completed jointly with school leaders.
- Inspectors spoke informally to pupils in lessons, during breaks and at lunchtime. More formal discussions were held with small groups of pupils from Years 2, 4 and 6. Inspectors also spoke to several parents at the start of the school day.
- The lead inspector listened to pupils reading from all classes in Years 2 to 6.
- A wide range of school documentation was scrutinised, including self-evaluations, school improvement plans, safeguarding information, behaviour logs, attendance records and the minutes of governing body meetings.
- Inspectors took account of the four responses, including one written comment, to the Parent View survey. They also took account of the parent questionnaire used by the school. The opinions of 30 members of staff and 35 pupils from confidential questionnaires were also analysed.

Inspection team

Leszek Iwaskow, lead inspector

Ofsted Inspector

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