

Our Lady and St Paul’s Roman Catholic Primary School, Heywood

Sutherland Road, Darnhill, Heywood, Lancashire OL10 3PD

Inspection dates

4–5 June 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders do not hold staff well enough to account for pupils’ progress. Leaders’ expectations of staff and pupils are far too low.
- Leaders and governors do not check the school’s work effectively enough. This has led to their overinflated view of the school’s effectiveness.
- Frequent changes in staffing have hindered school improvement.
- The curriculum is still being developed by leaders. In some subjects, it is ineffectively planned, so that pupils do not develop secure skills and knowledge.
- Pupils underachieve considerably at the end of key stage 1 and key stage 2.
- Assessment of pupils’ learning is weak. It is of limited use in helping pupils to make progress.
- Senior and middle leaders’ impact on improving teaching and learning is too variable because some leaders lack the skills that they need.
- Too much teaching across key stages 1 and 2 is ineffective. Pupils are not always encouraged to do their best or engage in learning. Consequently, they do not make the progress that they should.
- The teaching of reading and writing is weak. The quality of pupils’ written work is poor. Teachers do not address pupils’ errors carefully enough to prevent these from being repeated.
- Writing in early years is underdeveloped.
- At times, pupils’ behaviour is not as good as it could be and occasionally pupils lack pride in their work.

The school has the following strengths

- This is a caring and nurturing school. Pupils are safe and happy, and attend regularly.
- Staff across the school develop strong relationships with children and pupils.
- Children get off to a good start in early years because teaching is effective. Children are well cared for and enjoy their learning. Leadership of early years is good.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, including governance, by ensuring that:
 - leaders, including governors, develop effective systems to check teaching and learning so that they have an accurate view of the school's effectiveness and set precise actions to secure the improvements that are urgently required
 - leaders raise their expectations of staff and pupils' performance so that the quality of teaching and learning improves rapidly
 - leaders firmly hold staff to account for implementing actions to improve pupils' progress in reading and writing
 - the curriculum equips pupils with the knowledge, skills and understanding that they need across a range of subjects to enable them to be successful in their current and future education
 - middle and senior leaders gain the skills required to support the headteacher in bringing about rapid improvement to the quality of teaching and learning.
- Improve the quality of teaching in key stages 1 and 2 so that pupils make at least good progress across a range of subjects, by ensuring that:
 - teachers are equipped with the necessary skills and subject knowledge to teach effectively across the curriculum, especially in reading and writing
 - teachers use assessment information effectively, so that they plan lessons that match the needs and abilities of different groups of pupils and enable pupils to overcome gaps in their learning
 - teachers have the highest expectations of what pupils can achieve and consistently encourage them to do their best in lessons
 - teaching is consistently effective in engaging pupils in their learning
 - children in early years have more opportunities to develop their writing skills so that a greater proportion achieve the writing early learning goal by the time they leave Reception
 - pupils' basic errors in writing are addressed systematically.
- Improve pupils' personal development, behaviour and welfare, by:
 - promoting pupils' positive attitudes to learning
 - ensuring that pupils take more pride in the work they produce in subjects other

than English

- continuing to improve pupils' behaviour on the playgrounds.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The school provides a poor quality of education for its pupils. Leaders do not check the quality of teaching, learning and assessment carefully enough, nor help teachers to improve their practice with the urgency that is required. Weaknesses in the systems to check on the school's work underpin leaders' overinflated view of the quality of teaching and learning that pupils experience. This has limited their expectations of staff and hindered their actions in holding staff to account for the quality of their work and the progress that pupils make. It has also prevented them from shaping action plans to tackle the serious shortcomings in the school.
- Expectations of what pupils can achieve across a range of subjects are much too low. Consequently, by the end of Year 6, too many pupils do not have the knowledge, skills and understanding that they need in English and mathematics, in order for them to make a good start at secondary school. This picture is also reflected in Year 2, where pupils' skills and understanding are too weak for them to successfully access the key stage 2 curriculum when they enter Year 3.
- Since the previous inspection, considerable turbulence in staffing has weakened leaders' attempts to bring about necessary change. This has led to significant variation in the quality of teaching and pupils' progress across the school and in different subjects.
- The local authority and archdiocese have supported the school over the last few years. Consequently, there have been improvements in some areas, for example in early years, phonics, mathematics and science. However, too much attention has been placed on improving pupils' behaviour and attitudes to learning at the expense of promoting pupils' progress and attainment.
- Leadership at all levels is fragile and many leaders' skills are underdeveloped. Recently appointed leaders have had training to improve their leadership skills, knowledge and understanding, but this has had too little impact so far. Some middle leaders are beginning to improve the quality of teaching in their area of responsibility, such as in mathematics and science, where pupils are making stronger progress. However, much of the responsibility to improve the quality of teaching and learning remains with the headteacher.
- Leaders do not have an accurate understanding of pupils' progress and attainment across the school. The assessment information provided by school leaders did not match the work inspectors reviewed in pupils' books. Inaccurate assessment information also means that most teachers do not plan learning that routinely meets the needs and abilities of pupils.
- Senior leaders use the primary physical education (PE) and sport premium funding well to improve pupils' physical development. Staff have had relevant training and their skills have improved. Pupils have access to a wide range of extra-curricular activities and sports. These are well attended and highly regarded by pupils.
- Leaders' use of the pupil premium funding has been sharpened as a result of them identifying the barriers to learning that some disadvantaged pupils may face. Additional support is provided for these pupils, and governors are kept well informed about the

impact of this work on pupils' progress. Despite this, current information provided by leaders and the work in pupils' books show that this group of pupils make the same weak progress as others in the school. Consequently, the attainment of this group is well below that of other pupils nationally at the end of key stages 1 and 2.

- The funding to support pupils with special educational needs and/or disabilities (SEND) is used to help meet the varied and diverse needs of this group. Leaders work effectively with families and external agencies to improve provision for these pupils. They have introduced new systems to check on pupils' progress, and leaders are starting to use this information to provide targeted support for pupils with SEND. However, as this is a recent improvement, it is too early to see any significant improvement on the progress that pupils with SEND make.
- The curriculum has not been designed effectively to ensure that all subjects are taught well. In some subjects, such as geography, teaching is poorly planned and does not provide pupils with the necessary skills and understanding to make strong progress. The work in pupils' books shows that in some subjects, teachers' expectations are much too low and there is little evidence of pupils building on their knowledge from prior learning.
- The school's provision for pupils' spiritual, moral, social and cultural development has been designed so that they have high aspirations for their future. Leaders have ensured that pupils are prepared for life in modern Britain. There are opportunities for pupils to learn about other faiths and British values through class and whole-school projects. For example, pupils recently took part in a project to develop their understanding of people's differences and why that makes everyone special.
- Newly qualified teachers may not be appointed.

Governance of the school

- The governing body has been too slow to respond to pupils' considerable underachievement. Governors recognise that instability in staffing and leadership has hindered the progress that should have been made since the last inspection.
- Governors have an over-generous view of the school's effectiveness. They know that the school needs to improve, but do not understand just how poorly pupils achieve in comparison with pupils in other schools nationally. This hinders them from meeting their high aspirations for the school.
- Governors are supportive of the headteacher and loyal advocates of the school. They know the pupils, families and the local community well.
- Governors have undertaken an external review of governance since the last inspection. They have used this information to ensure that more effective governance procedures are being put in place. However, the impact of these new approaches is not currently evident.
- Governors have a good understanding of their statutory duties regarding safeguarding.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that all safeguarding procedures and processes are fit for purpose. There is a strong culture of safeguarding within the school, and as a result, pupils feel safe and happy and attend regularly.
- Staff keep appropriate records about pupils and families who need additional support. These records demonstrate that, when necessary, the school liaises closely with external agencies and families to make sure that pupils are safe.
- Staff know pupils well as individuals. As a result, adults support effectively pupils' social, emotional and mental health needs.
- Safeguarding leaders are suitably trained, and all staff are up to date with safeguarding procedures. Staff are alert to any concerns about pupils' welfare and know what to do if they ever have concerns about pupils' safety.
- Leaders make sure the pre-employment checks are undertaken before any new member of staff starts at the school.

Quality of teaching, learning and assessment

Inadequate

- The overall quality of teaching, learning and assessment is inadequate because teaching has been, and continues to be, weak across a range of subjects and most year groups. Consequently, pupils have not been properly challenged and over time, they have not made the progress of which they are capable.
- Across different year groups and subjects, there are significant inconsistencies in the quality of teaching. Too many teachers do not plan tasks to meet the needs of pupils, nor address pupils' repeated misconceptions. Consequently, pupils make the same errors, and, over time, this weakens their progress and creates confusion. This is most evident in pupils' writing, where too many pupils continue to make basic errors in simple word and sentence construction.
- Typically, teachers' assessment of pupils' learning is weak. Teachers do not use assessment information well enough to support pupils' learning and to build on what they can already do. Teachers often set tasks that are too hard or too easy, meaning that some pupils finish the tasks very quickly and others are unclear about what they are learning.
- Over recent years, inconsistencies in the quality of teaching have caused too many pupils to have significant gaps in their knowledge and skills in a wide range of subjects. This has had a negative impact on pupils' progress. Teaching does not pay enough attention to closing these gaps to ensure that pupils can make up for lost time.
- Recent initiatives introduced to improve the quality of teaching in mathematics have contributed to enhancing teachers' skills and, as a result, current pupils are making stronger progress in mathematics across the school. However, there is scope to further challenge the most able pupils in this subject.
- The teaching of reading varies in its effectiveness across the school. Recent improvements have not been embedded and not enough is being done to support the progress of those pupils who need to catch up. As a result, over the last three years,

the progress pupils make in reading by the end key stage 2 has been significantly weaker than the national average.

- The teaching of phonics has improved in recent years. Most pupils use their phonic skills effectively when attempting to read and write unfamiliar words. This is helping younger pupils to make stronger progress in their reading.
- The teaching of science is improving across the school. Information in pupils' books shows that they learn a range of science skills and knowledge. Pupils also have opportunities to acquire the skills of scientific enquiry at the expected level for their age.
- Provision for pupils with SEND is variable because the additional support provided by teaching assistants is not always focused on the specific needs of the pupils. Consequently, some pupils with SEND make weaker progress than others.
- Relationships between teachers, teaching assistants and pupils are positive and caring. The majority of pupils feel well supported and many have good attitudes to their learning. However, too often, pupils rely on the support given to them by adults because they do not have the skills and knowledge to complete new work independently.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils understand what bullying means. They reported that it sometimes happens, but they said that adults sort it out. However, they also said that sometimes bullying carries on even after they have alerted staff. Instances of bullying have now declined, because leaders have made it clear to pupils and their families that it will not be tolerated.
- Many pupils show positive attitudes to their learning. However, when tasks are not matched to pupils' abilities, some pupils show a lack of engagement in their learning. They quickly become distracted and their interest wanes, sometimes leading to pupils disturbing others. In addition, some pupils do not show as much pride in their work as they should. They do not try hard enough to present their work well. This is usually because teachers do not expect them to do so.
- Positive relationships between staff and pupils are a strength of the school. Leaders have created a nurturing and inclusive environment where all pupils are valued. Staff who responded to Ofsted's staff questionnaire and the pupils with whom inspectors spoke all said that they are proud to be part of the school.
- The effective use of the PE and sport funding means that pupils have increased access to a range of sporting activities, both during and after the school day. This supports pupils well in learning how to keep themselves fit and healthy. Pupils enjoy many opportunities to take part in different events and competitions, such as basketball.

Pupils who spoke with inspectors felt this was a strength of the school.

- Leaders ensure that pupils understand how to keep themselves safe, for example when they are online or in the local community. Visits and visitors support pupils' learning, including a workshop where older pupils learned how to keep themselves safe.

Behaviour

- The behaviour of pupils requires improvement.
- Most pupils usually behave well in lessons and in the playground. However, on occasions, a small minority can disrupt others. Pupils who spoke with inspectors said they would like this to stop.
- Since the previous inspection, there have been a number of improvements in pupils' behaviour. In previous years, the number of fixed-term exclusions has been above the national average. As a result of the actions leaders have taken, this has reduced significantly and is now in line with the national average.
- The new strategy to encourage good behaviour is consistently applied across the school. Teachers make clear the standards of behaviour that they expect from pupils. Some teachers are now more skilled at managing poor behaviour, so when this does happen, it does not disrupt the learning of other pupils. Pupils who spoke with inspectors stated that they appreciate this. They were in agreement that, even though behaviour is not always good, it has improved in this last year. The number of incidents of poor behaviour is reducing quickly.
- Pupils are friendly and welcoming to visitors at the school. Most pupils show respect to adults and towards each other in classrooms and around the school. During the inspection, pupils held doors open for others and were polite.
- Attendance across the school is in line with the national average and persistent absence is below the national average. Most pupils attend regularly, and the school's procedures to encourage pupils' regular attendance are thorough.

Outcomes for pupils

Inadequate

- Pupils' outcomes are inadequate because different groups of pupils do not make the progress of which they are capable. Work in pupils' books shows that current pupils continue to underachieve in a wide range of subjects, for example, reading, writing, geography, art, and design technology.
- Over time, the proportion of pupils reaching and exceeding the expected standards by the end of Year 6 has remained well below the national averages in reading, writing and mathematics. Information that the school provided and work in pupils' books confirm that pupils are not making strong enough progress to ensure that those leaving Year 6 are well prepared for the next stage in their education.
- The proportion of pupils achieving the expected standards in reading, writing and mathematics by the end of key stage 1 has been significantly below the national average for the last three years. Across key stage 1, pupils do not make the progress of which they are capable, particularly in reading and writing. As a result, a significant

proportion of pupils then start Year 3 not having the necessary skills, knowledge and understanding to achieve well.

- In 2016 and 2017, pupils' attainment in phonics improved and the proportion of pupils achieving the expected standards in the national Year 1 phonics screening check was in line with the national average. However, in 2018, this proportion declined. Actions taken by leaders have addressed this. The teaching and learning observed by inspectors, and the information that the school provided, confirm that pupils' progress in phonics has strengthened.
- Current pupils are starting to make stronger progress in mathematics. This is because pupils have more opportunities to apply their mathematical knowledge and skills to problem-solving and reasoning activities. However, work in pupils' books shows that tasks are not always matched well to the ability of the most able pupils, which limits the progress that they make.
- The progress of current pupils continues to be weak in reading and writing. This is because leaders do not ensure that all teachers consistently set work that is well matched to pupils' needs. In addition, gaps in pupils' skills, knowledge and understanding are evident and these inhibit pupils from making the progress they should.
- Disadvantaged pupils underachieve at this school. The gap in their attainment compared with that of other pupils nationally widened further in 2018 in Year 2 and Year 6. The pupil premium funding is increasingly used to provide additional support for these pupils. This support is monitored by leaders and reported to governors, but it is too early in its development to see whether it is having the impact needed.
- Across the school, there is variability in the quality of support given to pupils with SEND. Consequently, these pupils do not make strong enough progress.

Early years provision

Good

- Children enter early years with skills and knowledge below those typical for their age. A high proportion enter with significant social and emotional needs, and speech and language difficulties. Barriers to children's learning are identified and support is put in place to meet children's individual needs. As many of these children are disadvantaged, leaders use the early years pupil premium funding to support them well. As a result, the progress that disadvantaged children make is strong.
- The leadership and management of the early years are good. The early years leader is knowledgeable and very experienced. She and the team have an accurate understanding of the strengths of the provision and any areas that need further improvement.
- Staff have created a vibrant and well-resourced learning environment, both inside and outside, which ensures that even the youngest children settle quickly and make strong progress. Relationships between adults and children are a strength of the provision. These relationships are nurturing, caring and supportive, and as a result, children's behaviour is good, and they focus well on their learning.
- The quality of teaching and learning in early years is good. Learning is carefully

planned by staff across the different areas of the provision to match children's next steps and interests. For example, in the outdoor learning environment, staff had created a stage with different activities for children to put on shows. This was because children had talked about things they had enjoyed doing on recent holidays.

- Across both the indoor and outdoor environment, children have opportunities to count, read letters, develop their language and improve their writing. Although children are given frequent opportunities to write, they do not eagerly take these up without adult involvement. Leaders currently provide too few carefully planned writing activities to enable children to practise this important skill. As a result, fewer children gain the early learning goal in writing than in the other areas of learning.
- The teaching of phonics is a strength. Staff are well trained and knowledgeable. Consequently, children effectively acquire phonic skills and use these in their reading and writing. For example, in the home corner, children were keen to tell inspectors that they had written a shopping list and they were going to the shop. They had written some simple and complex words, using their phonic skills.
- From 2015 to 2017, the proportion of children who moved into key stage 1 with a good level of development was broadly in line with the national average. Although the proportion of children who achieved a good level of development declined in 2018, children still made strong progress from their starting points. Evidence from children's work and from the school's assessment information shows that current children are making stronger progress.
- Transition into early years is well planned before children start school. As a result, children are happy and settle quickly. Similarly, children are prepared well and ready for the next stage in their education as they move into Year 1.
- Staff plan a range of activities to involve parents and carers in their child's learning and support the most vulnerable families admirably. Parents appreciate the work that staff do. A typical comment from a parent was, 'Staff work hard to make sure my child is happy, safe and welcome.'
- Statutory welfare requirements are met, and safeguarding is effective. Children show that they feel safe in early years.

School details

Unique reference number	105819
Local authority	Rochdale
Inspection number	10087821

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Jayne Gregson
Headteacher	Marie Gavin
Telephone number	01706 360827
Website	www.ourladystpaulsrc.rochdale.sch.uk
Email address	mgavin@ourladystpaulsrc.rochdale.sch.uk
Date of previous inspection	7–8 March 2017

Information about this school

- The school is slightly smaller than the average-sized primary school.
- There have been significant changes in staffing since the school's last full section 5 inspection.
- The school is working closely with the local authority and the diocese to address historical issues with regard to leadership and staffing.
- The school is working with a local teaching school to support staff training and the role of middle leaders.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is rising because there is changing cultural diversity within the local community.
- The proportion of disadvantaged pupils is average.

- The proportion of pupils with SEND is average.
- The proportion of pupils who have an education, health and care plan is average.
- The school has a Nursery class, which has part-time and full-time sessions. The Reception class provides full-time early years education.
- The school operates a breakfast club and an after-school club each day.
- The school's most recent section 48 inspection for schools with a religious character took place in March 2018.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Some of the observations were carried out jointly with school leaders.
- The inspectors looked at pupils' books, school assessment information, leaders' evaluations of the school's effectiveness and a range of relevant school documents.
- Inspectors scrutinised a large sample of books to see what progress current pupils make across a range of subjects.
- Inspectors held a discussion with a group of pupils. Inspectors also spoke informally with pupils in lessons, during breaks and at lunchtime.
- Inspectors closely observed the work of the school and looked at the latest school performance information showing the progress pupils are currently making.
- Inspectors listened to a small number of pupils reading.
- Inspectors took account of the 14 responses to Ofsted's online questionnaire, Parent View, and the 11 free-text responses from parents. Inspectors also spoke with parents at the start of the school day.
- Inspectors took account of 22 responses to the online staff survey.
- Inspectors held meetings with senior and middle leaders, members of the governing body, and representatives from the local authority.

Inspection team

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Her Majesty's Inspector

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