

Inspection of St Hilda's CofE Primary School

Tilbury Street, Oldham, Lancashire OL1 2HJ

Inspection dates: 8–9 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

The appointment of a new headteacher since the last inspection has brought about necessary change and considerable improvement in this school. Pupils work hard to meet the high expectations that leaders have of them. They are enthusiastic about their learning. Pupils' positive attitudes to learning have a positive impact on the achievement of current pupils. Pupils enjoy coming to school. They are happy and told us that they feel safe. Pupils behave well. Should bullying occur, it is dealt with quickly by staff. Pupils said that there is always someone to talk with if they have any worries or concerns.

Leaders successfully prioritise pupils' personal development. Pupils love all of the opportunities that they get to explore the world around them. They enjoy a wide range of clubs at lunchtime and after school. Pupils are proud of the contribution that they make to the life of the school. They embrace the school values of community and compassion. They have been raising money to support local charities. They keep the area around school clear of litter. The responsibilities that pupils have in school prepares them well for the future. Leaders have forged strong partnerships with parents, carers and the wider community.

What does the school do well and what does it need to do better?

Over time, the published data shows that pupils' outcomes at the end of early years, key stage 1 and key stage 2 have not been good enough. As a result, pupils did not have the knowledge, skills and understanding needed to succeed. They have not been well prepared for the next stage of their education.

The decisive actions taken by the headteacher have brought about significant improvements to the quality of education that current pupils receive. However, it is too soon to see the difference they will make to pupils' learning. New governors have strengthened the governing body. Governors have the knowledge that they need to hold leaders to account and ensure that the improvements continue. The headteacher's ambition for all pupils, including pupils with special educational needs and/or disabilities (SEND), to be the very best that they can be is shared by staff and governors.

The new well-designed curriculum reflects the needs of pupils. Detailed curriculum plans identify what pupils need to know and when it is to be taught. Training for staff ensures that they have the knowledge that they need to deliver the curriculum effectively in most subjects. Improvements are reflected in the quality of pupils' work seen during the inspection. Pupils communicate confidently what they know and remember across a range of subjects. Pupils talk knowledgeably about Picasso's unique style and they explain recent experiments in science. In some subjects, some teachers do not have the subject-specific skills and understanding they need. This hinders pupils' knowledge in these subjects. Plans are in place to resolve this issue.

Teachers use assessment information well in most subjects. In these subjects teachers' planning appropriately meets the needs of pupils. Assessment is not used effectively in mathematics. Some pupils have gaps in their mathematical knowledge from weaker learning in the past. Some teachers do not provide sufficient opportunities for pupils to practise and consolidate key mathematical ideas. They move on to new learning too quickly, particularly in key stage 2. In the Reception class, children practise and consolidate their early mathematical knowledge well. This is not always built upon effectively as they move into key stage 1.

Pupils behave well around the school. They are polite, well mannered and respectful towards each other. Pupils are proud of their school. There is little disruption in lessons. Pupils take pride in their work. They told us, 'We are all unique and we respect and celebrate our differences. There are no limits to what we can do.'

The leader for pupils with SEN ensures that staff have the skills and understanding that they need to support pupils effectively. Teachers adapt their planning to meet the individual needs of this group of pupils. Current pupils with SEND achieve well in a range of subjects.

Most pupils speak English as an additional language. Communication skills in English are weak when children start school. Staff are skilled in developing children's spoken language and independence in the early years. Children quickly settle into a nurturing environment that is rich in vocabulary. Children enjoy listening to stories. They create their own stories with familiar characters. The well-resourced outdoor area enhances children's opportunity to practise their new knowledge. Leaders have designed a curriculum that successfully meets children's needs. Workshops for parents and carers are well attended. They know how to help their children at home. The proportion of children who are ready for Year 1 has improved consistently over the past two years.

Phonics is taught from the start. Children quickly learn the sounds that letters make. The books that pupils read match the sounds that they are learning. Pupils who struggle are given the help they need to catch up. The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check increased again in 2019.

Leaders make reading a high priority. Pupils make good use of the school's well-resourced library. Older pupils talk with enthusiasm about the books that they read. Pupils reading the biography of Malala Yousafzai told us that Malala 'is inspirational in the way she has fought for the rights of girls to have an education'. Pupils read with fluency and expression. Changes to the way reading is taught is improving current pupils' achievement considerably. Pupils use their increased vocabulary knowledge well in their own writing. Teachers have helped pupils to improve the accuracy of their spellings. Published data does not reflect the improvements seen in the reading and writing of current pupils.

Leaders provide a range of opportunities and experiences to enhance pupils' personal development. The breakfast club provides a healthy snack and a calm start

to the day. Pupils enjoy the many clubs on offer, for example Bollywood dancing and computing club. Older pupils are good role models for younger pupils. Visits to art galleries, places of worship and Jodrell Bank further enhance the curriculum. Pupils appreciate the responsibilities that they have as members of committees. Pupils are proud of the contribution that they make to the life of the school, for example designing the new logo and developing the school's values.

Staff morale is high. Staff said that they feel well supported by leaders, especially during the many changes that have taken place over the past year. They appreciate the opportunity to work with others, including colleagues from other schools.

Safeguarding

The arrangements for safeguarding are effective.

All checks are in place to make sure that adults in school are safe to be with pupils. Leaders and staff are vigilant. They know the families well. Staff know the signs of risk to look out for because of the quality training that they receive. They understand what to do if they have any safeguarding concerns. Leaders work with other agencies to support the most vulnerable pupils and their families.

Pupils are taught how to keep themselves safe in a variety of situations, including when they are using the internet. Pupils said that there is a trusted adult they can talk with if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils have gaps in their mathematical knowledge from previous weaker learning. Where this is the case, pupils struggle and are unable to move forward with new mathematical concepts. Leaders need to ensure that teachers provide opportunities for pupils to practise and consolidate what they have been taught, before moving on to new learning.
- Some teachers are not secure in their understanding of how pupils learn. As a result, they do not deliver the detailed curriculum plans effectively in some subjects. This hinders pupils' secure knowledge of these subjects. Subject leaders need to ensure that teachers have the training that they need to deliver these subjects more effectively. This will enable pupils to know more and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105702
Local authority	Oldham
Inspection number	10121966
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	407
Appropriate authority	The governing body
Chair of governing body	Elizabeth Scoltock
Headteacher	Patricia Burton
Website	www.sthildas.oldham.sch.uk
Date of previous inspection	7–8 November 2017

Information about this school

- A new headteacher was appointed in January 2019.
- A new leadership team has been appointed since the last inspection, including the leader for early years and the leader for pupils with SEND.
- The school is part of the Diocese of Manchester. The school's last section 48 inspection took place in November 2015.
- The school has a Nursery class in the mornings.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils about their work and school life. We spoke with the chair of governors, three members of the governing body, the headteacher, subject leaders and members of staff. We also spoke with two representatives from the local authority.

- We considered the four responses to Parent View, Ofsted’s online questionnaire, and spoke with parents at the start of the school day. We also considered the 11 responses from the online staff survey and the 15 responses to the pupils’ survey.
- We looked in detail at several subjects. These were reading, mathematics, writing, science, history. Other subjects were also considered as part of the inspection, including art and physical education. We met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning. We also looked at pupils’ work and listened to pupils read.
- During the inspection we reviewed a range of documentation, including curriculum plans. We also scrutinised a range of documentation relating to safeguarding.

Inspection team

Amanda Stringer, lead inspector

Her Majesty’s Inspector

Kathy Nichol

Ofsted Inspector

Ian Young

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020