

# Inspection of Our Lady's Catholic Primary School

Wash Lane, Latchford, Warrington, Cheshire WA4 1JD

---

Inspection dates: 1 and 2 February 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Our Lady's is a happy and friendly community. Pupils said that they love attending this school because they have lots of friends and that everyone is welcome. They also said that staff care for them and look after them well if they have any problems. This makes them feel safe.

Leaders are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. In most subjects, they have organised learning that builds on what pupils already know. This helps pupils to achieve well.

Staff have high expectations for pupils' behaviour and achievement. Pupils behave well. The school is calm and orderly. Pupils explained that bullying is rare, but that if it does happen, staff will sort it out quickly.

Many pupils enjoy accessing clubs at lunchtime or after school. This could be for football, dodgeball or choir. Pupils value trips to support their learning, such as visiting museums. Older pupils benefit from residential trips that develop team-building skills. Pupils also appreciate opportunities to hold responsibilities such as being a school councillor or junior safety officer.

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

Leaders have designed a broad and balanced curriculum. This ensures that most pupils, including those children in early years, achieve well. Leaders, alongside well-informed governors, have an accurate view of what the school does well and where it can improve.

In most subjects, leaders are clear about what pupils should learn from early years to Year 6. They have organised the curriculum carefully so that pupils build on what they already know. As a result, in most subjects, pupils' knowledge and understanding are deepened over time. However, in a small number of subjects, leaders are less clear about what pupils should know and when they should gain this knowledge. This prevents pupils from deepening their learning over time.

Teachers have secure subject knowledge. In many subjects, they present information clearly. They routinely revisit prior learning to make sure that pupils have remembered what they have been taught. For example, Year 6 pupils could explain how they understood their current learning on electricity because of the work they completed on electrical circuits in a previous class. Teachers use assessment strategies well to carefully check what pupils have remembered. They use the assessment information effectively to resolve pupils' misconceptions and make adaptations to the curriculum.

Leaders and teachers have prioritised reading across the school. From the moment they arrive in early years, children benefit from a carefully structured and consistent

approach to learning phonics. Pupils practise their reading every day with books that match the sounds they are learning. They are supported by knowledgeable staff who carefully check on how well pupils, including those with SEND, are progressing. Pupils who struggle to read are identified quickly and supported to catch up. This helps pupils to gain confidence and become fluent readers. Teachers read a range of carefully chosen texts to develop pupils' interest in reading. Older pupils enjoy reading, and understand why it is important.

Pupils behave well. Staff ensure that children in early years settle into routines quickly. Across the school, staff manage pupils' behaviour consistently well. As a result, classrooms are calm and learning is rarely disrupted.

Pupils with SEND have their needs identified quickly. Leaders ensure that these pupils benefit from appropriate support. Where necessary, teachers provide support for pupils to access the same curriculum as their peers. Staff work effectively with parents and carers as well as outside agencies. As a result, pupils with SEND achieve well.

Leaders work successfully to promote pupils' personal development. Pupils talked confidently about the importance of equality, democracy and diversity. They learn about other religions, such as Judaism and Islam. Pupils are proud of the work that they do to support a range of local and national charities. These include the local food bank and hospice. They enjoy receiving certificates in assemblies that reward their behaviour and academic achievements.

Governors are highly ambitious for the school. They undertake their role diligently. Staff morale is high. They are proud to work at the school. They appreciate leaders' efforts to support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The procedures for keeping pupils safe are strong. Staff receive regular training to help them identify and manage any safeguarding concerns. As a result, they know what to do if they have concerns about a pupil's well-being. Any concerns are carefully logged and followed up. Leaders work effectively with a range of agencies to help vulnerable pupils get the support that they need.

Pupils learn about how to keep themselves safe. For example, they are alert to the potential dangers of working and playing online, including the risk linked to social media.

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

### (Information for the school and appropriate authority)

- In a minority of subjects, leaders have not ensured that the curriculum is well organised. As a result, pupils do not make connections and build on their prior learning well enough. This stops them from deepening their knowledge and understanding. Leaders should ensure that, in these subjects, pupils' learning is organised more carefully. This will help to ensure that pupils know and remember more in all subjects.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	111305
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10210889
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sacha Humphries
<b>Headteacher</b>	John Marciniak
<b>Website</b>	<a href="http://www.ourladys-primary.co.uk">www.ourladys-primary.co.uk</a>
<b>Date of previous inspection</b>	24 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Shrewsbury. The most recent section 48 inspection was in July 2017.
- The school does not use alternative provision for pupils.

## Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- Inspectors met with four members of the governing body, the headteacher, the acting deputy headteacher, subject leaders and other staff. Inspectors took account of the responses to Ofsted's staff survey.
- The lead inspector spoke with two representatives of the local authority and a representative of the Diocese of Shrewsbury.

- Inspectors spoke with pupils to gather their views about the school. They spoke with parents at the beginning of the school day. Inspectors also considered the responses to Ofsted’s Parent View.
- Inspectors checked on safeguarding procedures and related documentation. They observed pupils’ behaviour around school and considered information relating to pupils’ attendance and behaviour.
- Inspectors considered a range of other school documentation, including leaders’ self-evaluation and plans for improvement.
- Inspectors completed deep dives in early reading, mathematics, history, and art and design. As part of this work, inspectors visited lessons and spoke with subject leaders and teachers. Inspectors reviewed pupils’ work and spoke with them about their learning. The lead inspector observed pupils read to a trusted adult.

### **Inspection team**

Gary Bevin, lead inspector

Her Majesty’s Inspector

Caroline Prince

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022