

Inspection of Our Lady of Mount Carmel RC Primary School, Ashton-under-Lyne

Holden Street, Ashton-under-Lyne, Lancashire OL6 9JJ

Inspection dates: 21 and 22 June 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?

Pupils enjoy school. They appreciate the care and support that staff give to them. Leaders have high expectations of all pupils. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils in Years 1 to 6, and children in the early years, listen carefully to their teachers and follow the school rules. They try their best. Pupils know that help is on hand from staff if they find their learning tricky. Pupils are polite and welcoming to visitors. They behave well in lessons and around school. As a result, the school is a calm place in which to learn.

Pupils benefit from many opportunities such as clubs and educational visits. These help pupils to develop a greater awareness of the wider world. For example, pupils learned dances from different countries to open their sports week. Staff ensure that everyone is treated equally, with respect and dignity.

Pupils play cooperatively with each other. The playground is alive with activity. Play ambassadors lead games for younger pupils which adds to the family feel in the school. Pupils feel safe and happy. They learn to recognise the signs of bullying and know that staff will deal with any bullying incidents swiftly.

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

Leaders have built a broad and balanced curriculum that enables pupils to develop their knowledge over time. This includes disadvantaged pupils and those with SEND. The curriculum is designed so that, in leaders' words, 'pupils are interesting to talk to because they know a great deal about the world'. The curriculum in the early years provides firm foundations for children's future learning.

The curriculum identifies the important knowledge, skills and vocabulary that leaders want pupils to learn. In history, for example, leaders have identified the important vocabulary, such as conflict, battle and war, for each year group to understand. In some subjects, learning builds on what pupils already know and understand in well-ordered steps as they move through the school. However, in other subjects, leaders have given less consideration to the order in which pupils should secure and build their knowledge.

Leaders have ensured that staff have the right subject knowledge to support pupils' learning. Teachers check pupils' work regularly. However, in some subjects, these checks are not fully used to identify if any pupils need additional support.

Children begin learning phonics when they start in the early years. Teachers develop children's early reading through enjoyable activities that provide a repetition of sounds and words, such as those found in songs and rhymes. Leaders make sure that children and pupils learn phonics in logical steps. Any pupils who need help to keep up with their phonics learning are identified quickly. Teachers provide effective

extra help to these pupils. By the end of key stage 1, most pupils can read confidently.

Teachers provide lots of opportunities for pupils to read or to listen to stories. This improves pupils' knowledge of vocabulary. In key stage 2, the reading curriculum helps pupils to develop their understanding of a wide range of texts. Teachers check pupils' understanding and provide extra help and guidance to help them keep up with their peers. Older pupils read fluently.

Leaders ensure that pupils with SEND are identified accurately. Leaders develop learning plans that set out precisely the help that teachers will give these pupils. Effective support from experienced staff enables pupils with SEND to access the same curriculum as other pupils. Staff work closely with outside agencies and specialist providers to ensure that pupils with SEND receive the support that they need. These pupils make similar progress to other pupils in school.

In lessons, pupils work with concentration and do not disturb others in their work. They listen carefully to their teachers and concentrate on their learning. Pupils are keen to do their best.

Leaders ensure that pupils learn about the wider world. Pupils learn about different cultures and religions. They know that everyone is equal. Leaders have created a curriculum that includes a variety of memorable experiences for pupils to enjoy. For example, during the inspection, pupils took part in a wide range of sports to celebrate National Sports Week. Visitors to the school deepen pupils' understanding of the school's personal, social and health curriculum. Pupils, parents and carers value the range of after-school clubs, including sports and music. Older pupils said that they feel well prepared for their future learning at high school.

Staff appreciate the trust that the leadership team places in them. They recognise leaders' efforts to consider their workload when new initiatives are being introduced. There are close relationships across this school community. Leaders have developed a strong and welcoming atmosphere where all staff and pupils are valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors take their safeguarding responsibilities seriously. They have ensured that staff are well trained to protect pupils from harm. Leaders have developed an effective safeguarding team in the school.

Leaders keep meticulous records and diligently follow up on any concerns that they may have about a pupil's safety or welfare. The pastoral team works in partnership with outside agencies to ensure that pupils and their families receive the support that they need.

The school's curriculum provides opportunities for pupils to learn how to keep themselves safe. For example, Year 6 pupils visit a locally arranged safety event to promote their understanding of water and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' learning does not build in a logical order from the early years through to Year 6. Where this is the case, teachers do not make sure that pupils embed and deepen their knowledge before they tackle new concepts. Leaders should ensure that in these subjects, pupils make carefully ordered steps in their learning as they move through the school.

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

Unique reference number	131285
Local authority	Tameside
Inspection number	10210936
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	220
Appropriate authority	The governing body
Chair of governing body	Elizabeth Aspin
Headteacher	Helen Hayes
Website	www.ourladays.tameside.sch.uk
Date of previous inspection	13 July 2016, under section 8 of the Education Act

Information about this school

- Leaders do not make use of alternative provision
- The school received a section 48 inspection of religious education in January 2018.

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 received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, the deputy headteacher and with other leaders and members of staff. They also spoke with members of the governing body. Inspectors spoke with representatives of the local authority, the diocese and the school's improvement partner.
- Inspectors looked at a range of documents and spoke with leaders about the school's safeguarding procedures.

- Inspectors carried out deep dives in early reading, mathematics, science and music. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors observed some pupils reading to staff.
- Inspectors also considered other subjects. They discussed the curriculums with leaders and looked at pupils' work.
- Inspectors observed pupils' behaviour in class and as they moved around school. They also observed pupils in the dining hall and playing outside at lunchtime.
- Inspectors spoke with a group of pupils about their experiences at school.
- Inspectors looked at the responses to Ofsted Parent View, including the free-text responses. They also met with parents before school to find out their views of the school.
- Inspectors also considered the responses to Ofsted's online survey for pupils and Ofsted's online survey for staff.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

Jonathan Keay

Her Majesty's Inspector

Andy Hunt

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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