

Inspection of a good school: Our Lady of the Assumption Catholic Primary School

Common Edge Road, Blackpool, Lancashire FY4 5DF

Inspection dates:

25 and 26 April 2023

Outcome

Our Lady of the Assumption Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils are polite and kind. They are friendly and they enjoy caring for each other, and for any new pupils who join the school.

Most pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high expectations that leaders have of their behaviour and achievement. Leaders deal effectively with cases of bullying should they occur. Pupils said that they enjoy school. They feel safe because they are encouraged to pass on any worries they have to a trusted adult.

Leaders ensure that pupils can take part in a range of activities that support their wider development, such as dance club, karate club and raising money for charity. Pupils relish the opportunities that they have to perform the plays of Shakespeare as a result of the links that leaders have established with the Royal Shakespeare Company.

Pupils aspire to the many leadership roles available to them, which include librarians, playground activity leaders and buddies to children in the Reception class. They value the opportunities that they have to celebrate their achievements, such as gaining recognition when they exhibit the school's values of care, learn and respect.

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

Leaders have designed an ambitious suite of subject curriculums. They have thought deeply about how the key themes of the curriculum are taught through the broad range of subjects that pupils study. For example, pupils understand how reading *The Origin of the Species* supports their work in English, science and geography. Most pupils achieve well.

In the main, teachers use their strong subject knowledge effectively in order to design activities that help the majority of pupils, including those with SEND, to build on their knowledge over time. However, in a small number of subjects, leaders have not set out

the detailed information that pupils should learn. As a result, some of the activities that teachers design in these subjects do not help pupils to develop the depth of knowledge that they should. In the Reception class, the activities that teachers design ensure that children are well prepared for the demands of Year 1.

Most teachers make effective use of the information that they have about what pupils know and remember to address any gaps that pupils have in their learning. However, on occasion, teachers miss opportunities to address the misconceptions that some pupils have about their learning. When this happens, these pupils do not develop the depth of understanding of key concepts that they should.

Pupils love to read. They enjoy the opportunities that they have to read independently and they remember well the key themes from the books that they read. Staff use their strong subject knowledge to deliver the phonics curriculum effectively. Pupils who are at risk of falling behind are well supported to catch up quickly with their phonics knowledge. Leaders have ensured that the books that pupils read match the sounds that they have learned. This helps pupils to become confident, fluent readers.

Leaders have a robust system in place for the identification of pupils' additional needs, including pupils with SEND. Teachers use the information that leaders provide about these pupils to design learning that ensures that they can access the curriculum alongside their peers. Pupils with SEND achieve well.

Most pupils demonstrate positive attitudes towards their learning. Staff effectively manage the rare instances of low-level disruption that occur. A very small number of pupils benefit from the support that leaders provide, which helps them to improve their behaviour over time.

Pupils learn to respect other cultures because of the strong links that leaders have established with local organisations. For example, pupils value the differences that exist between people as a result of a diversity project with Blackpool Football Club. Pupils understand how to stay physically and mentally healthy. Pupils also have an age-appropriate understanding of healthy relationships.

Governors know their school and community well. They hold leaders to account effectively for the quality of education at the school. Staff welcome the consideration that leaders give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture at the school. Staff have received the training that they need to identify pupils who may be at risk of harm. They quickly report any concerns that they have. Leaders ensure that pupils at risk of harm have access to the timely support that they need to keep them safe. This includes work with other agencies when needed.

Pupils learn about how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not set out the key knowledge that pupils should learn. This means that teachers are not as clear as they could be about the information that they should emphasise in these subjects. Leaders should finalise their curriculum thinking so that teachers can help pupils to develop the depth of knowledge and understanding that they should in these subjects.
- On occasion, teachers miss opportunities to check what pupils know and remember. When this happens, some pupils do not receive the timely support that they need to address misconceptions that they have about their learning. Leaders should ensure that teachers receive the support that they need to identify and address the misconceptions that pupils have about their learning in a timely manner so that pupils achieve as well as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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.

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	119596
Local authority	Blackpool
Inspection number	10256200
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Gary Smith
Headteacher	Elaine Mannix
Website	www.ourladyassumption-sch.co.uk
Date of previous inspection	6 December 2017, under section 8 of the Education Act 2005

Information about this school

- This is a Roman Catholic School. The last section 48 inspection took place in March 2018. The school is part of the Diocese of Lancaster.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in the following subjects: reading, mathematics and geography. He discussed the curriculum with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils.
- The inspector met with the headteacher and other senior leaders.
- The inspector held meetings with the local authority school adviser, the diocesan school's commissioner and with members of the local governing body, including the chair of governors.

- The inspector met with leaders to discuss reading, SEND, the curriculum, pupils' behaviour and attitudes, and the provision for pupils' wider development.
- The inspector considered responses to Ofsted Parent View, including the free-text comments. There were no responses to the pupil and staff surveys. The inspector gathered the views of staff and pupils throughout the inspection.
- To inspect safeguarding, the inspector met with leaders, staff and pupils. He checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.
- The inspector spoke with pupils about their experiences of school life and their views of behaviour and bullying. He observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- The inspector spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

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