

# Our Lady and St Hubert's Roman Catholic Primary School, Great Harwood

Inspection report

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<b>Unique Reference Number</b>	119645
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339490
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	David Law

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs E Hayes
<b>Headteacher</b>	Mrs K Schofield
<b>Date of previous school inspection</b>	22 March 2007
<b>School address</b>	Harwood Lane Great Harwood Blackburn BB6 7SN
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## **Introduction**

This inspection was carried out by three additional inspectors. Twelve lessons were seen and six teachers were observed teaching. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the improvement plan, school policies and evidence from the school's self- evaluation. Account was taken of curricular planning and assessment of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and carers by analysing 76 completed questionnaires. Questionnaires from 13 staff were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the way in which teachers assess pupils' progress and match work to pupils' personal needs
- the role of school leaders in enabling improvement and opportunities provided through partnerships, particularly with other schools
- pupils' current progress in reading and writing as seen in the school's assessments and in samples of pupils' work.

## **Information about the school**

This is a school of below average size and the percentage of pupils known to be eligible for a free school meal is also below average. The number of pupils with special educational needs and/or disabilities is above average, although no pupils have a statement of special educational needs. There are very few pupils from minority ethnic groups and none who speak English as an additional language. The school has achieved a number of awards including Investors in People status, the Activemark and the Healthy Schools Award.

The school is in a collaborative partnership with another Catholic primary school in the parish. The headteacher is appointed to lead both schools and, although there are two separate governing bodies, there is a joint governors' committee to organise how the two schools work together.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

## Main findings

Our Lady and St Hubert's is a good school. Happy pupils enjoy learning and their achievement is good. They get on exceptionally well with each other and show high levels of respect and tolerance. Their spiritual, moral, social and cultural development is outstanding. An outstanding governing body provides excellent challenge and support and has a thorough knowledge of the school. An outstanding range of partnerships, including collaboration with the other Catholic school in the parish, are highly effective in promoting pupils' learning and well-being.

All groups of pupils make good progress in their learning, and by the end of Year 6, attainment is above average. Those with special educational needs and/or disabilities are given effective support and make good progress. All pupils are proud of their achievements and show positive attitudes to learning. They feel safe in school and procedures for keeping them safe are good. Good teaching throughout the school underpins the good achievement. There are rigorous systems for tracking pupils' progress. In lessons, teachers use assessment effectively to check how well pupils are learning. However, teachers' marking of pupils' work does not consistently show pupils how they can improve or refer to their personal targets. The good curriculum is full of interesting topics and motivates pupils well. Younger pupils were enthralled by the visit of the book character 'Mrs Twit.' Pupils are eager to take responsibility and make a good contribution to the school and to the wider community, for example, in their role as school council members. They show high levels of cooperation and are keen to use their reading, writing and computing skills. This prepares them well for their future economic well-being. Pupils' enthusiasm for school is seen in their above average attendance.

Good leadership from the headteacher, ably supported by the deputy headteacher, provides a clear sense of direction and sets high expectations. All staff are highly committed and morale is strong. Every teacher embraces a leadership role with enthusiasm. The good capacity to sustain improvement is based on rigorous and accurate monitoring and evaluation with a sharp focus on pupils' progress. All stakeholders contribute to self-review and the school knows itself well. Emerging weaknesses are tackled firmly. Plans for improvement are relevant and realistic. The school's good contribution to promoting community cohesion is founded on a strong relationship with the local community. Although the school has links with communities in other parts of the world, this aspect is less well developed. There are positive relations with parents and carers. All issues from the previous inspection have been addressed and the school achieves good outcomes for all groups of pupils.

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

- Improve the use of assessment, by:
  - ensuring that marking consistently shows pupils what and how to improve
  - developing the use of personal targets in English and mathematics so that pupils know the most important things they need to achieve.
- Develop links with communities in other parts of the world so pupils' understanding of diversity is broadened further.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils make good progress in their learning. They listen well and show high levels of concentration. Their eagerness to do their best, together with good and often outstanding behaviour in lessons, ensures that they acquire new learning at a brisk rate. When solving problems, pupils apply themselves tenaciously. They enjoy explaining their thinking, for example, in mathematics. Consequently, pupils' achievement is good. On entry to the Reception Year, attainment is broadly in line with what is expected at this age and, whatever their starting points, all groups of pupils make good progress. This continues throughout Key Stages 1 and 2 and in the end of Year 6 national tests, attainment is above average. Attainment in science was particularly strong in 2009 and many pupils reached the higher levels. Pupils enjoy reading and acquire a good understanding of letters and sounds. They use their skills well to write for a range of purposes. Pupils enjoy sport and have a good understanding of how to keep healthy. They are eager to take responsibility, for example, as playground friends, and work and play exceptionally well together. Pupils' good achievement and behaviour and well developed social skills prepare them well for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The school's good teaching is based on the positive relations between pupils and teachers. Lessons are interesting and often exciting. Technology, such as interactive whiteboards, is used well to capture pupils' interest. Expectations are high and teaching often moves at a brisk pace and challenges pupils to think and explain. Teaching assistants work effectively to support groups of pupils and to help them understand their learning. Assessment is used well to plan learning and teachers have a secure knowledge of pupils' needs. They set class and group targets to show pupils what they should improve. However, there is little reference to these targets in the marking of pupils' work. The quality of marking varies from class to class through the school, and consequently, pupils are not always sure how they can improve. The good curriculum is well organised and provides relevant experience to enhance pupils' learning. The many interesting activities include a multi-cultural week, when pupils were excited to learn about ethnic foods. They enjoy learning to play musical instruments and some are budding young flautists and guitarists. Good care, guidance and support promote pupils' personal development well and the school provides a very welcoming place for pupils to learn. Effective provision for pupils who are vulnerable enables them to make good progress. Transition arrangements as pupils move through the school are good and based on a secure understanding of individual needs. There are strong links with the secondary school to which pupils transfer. Effective procedures are ensuring above average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Good leadership promotes a clear vision and sense of common purpose. All adults work with high levels of commitment and share an ambition for pupils to do well. Systems to track pupils' progress are highly effective and used strategically to target support where it is most needed. Significant professional collaboration with the partner school has helped teachers to acquire further leadership skills. All leaders effectively monitor and evaluate their areas of responsibility. The school development plan is founded on a thorough audit and priorities for improvement are well chosen. Governance is excellent and the governing body, led exceptionally well by an astute Chair of the Governing Body, is passionate in its commitment to the school and its pupils. Governors are frequent visitors to the school and have a thorough knowledge of how well it is doing. They gather information first-hand and use it to set a clear strategic direction for further improvement.

Outstanding partnerships include links with other schools, the church, businesses, the local cricket club, Rotary Club and pre-school providers. These make an excellent contribution to pupils' personal development. Pupils were enthralled by the 'Grandparents' Day' event and the celebration of the 90th birthday of a previous school governor. They worked excitedly with others in the community to promote the 'Art in the Park' event. The school effectively promotes community cohesion because it knows its pupils and context well. The school has established links with communities in Kenya and France but these are still at an early stage. All pupils have equal opportunity to learn and there is no discrimination. They show a good understanding of how to keep safe and procedures for safeguarding are good. The budget is managed well and the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children generally enter the Reception class with skills in line with those expected at this age, although a minority are below expectations. All children make good progress in their learning and enjoy everything they do. By the time they enter Year 1, attainment is above average in all areas of learning. Children rapidly become confident, play together harmoniously and learn how to be independent. They feel entirely safe and know adults will listen carefully to them. Good teaching is evident and learning is well planned. Both children and adults enter into play and learning with gusto, for example, when children served the adults with food in the 'holiday cafe'. Good assessment enables all adults to understand and provide well for individual needs. Children learn to listen carefully and acquire a firm interest in reading books and writing things down. Good leadership ensures that adults work as a team. Good induction procedures including strong links with pre-school providers ensure a smooth transition into the Reception Year. Links with parents and carers are good and this statement is typical: 'our child has become a confident and resilient learner'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers feel that the school keeps their child safe, that they make enough progress and are well prepared for the future. The overwhelming majority say teaching is good and they are helped to support their child's learning. They feel well informed about the progress their child is making. Inspectors endorse these views. A few parents and carers feel the school does not take account of their suggestions or concerns. Inspectors felt that the school welcomes the views of parents and carers by taking appropriate steps to involve them.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady and St Hubert's Roman Catholic Primary School, Great Harwood to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	43	40	53	2	3	1	1
The school keeps my child safe	41	54	34	45	1	1	0	0
The school informs me about my child's progress	32	42	43	57	1	1	0	0
My child is making enough progress at this school	31	41	45	59	0	0	0	0
The teaching is good at this school	30	39	44	58	1	1	0	0
The school helps me to support my child's learning	26	34	48	63	2	3	0	0
The school helps my child to have a healthy lifestyle	31	41	45	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	46	39	51	0	0	0	0
The school meets my child's particular needs	33	43	42	55	1	1	0	0
The school deals effectively with unacceptable behaviour	19	25	49	64	7	9	0	0
The school takes account of my suggestions and concerns	21	28	46	61	8	11	1	1
The school is led and managed effectively	29	38	41	54	6	8	0	0
Overall, I am happy with my child's experience at this school	30	39	44	58	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Children

Inspection of Our Lady and St Hubert's Roman Catholic Primary School, Great Harwood, Blackburn, BB6 7SN

The other inspectors and I enjoyed our visit to your school. Thank you for making us welcome. You contributed well to the inspection by being eager to talk with us. We found that your school is providing you with a good education. We saw that you enjoy being at school and these are some of the things we think you do well:

- you are exceptionally helpful to each other and tolerant and thoughtful about the needs of others
- you are making good progress in your learning
- there are excellent partnerships with others, for example, with the neighbouring Catholic school in the parish
- teaching and the curriculum are good with interesting things for you to learn
- good leadership helps your school to keep on improving
- the governing body do excellent work and are ambitious for you to do well.

We have two recommendations to help you improve further and these are:

- when they mark your work, teachers should link what they want you to improve to your personal targets and say what you should do next
- for the school should develop more links with communities in other countries, for example, with the school in Kenya that you have learned about.

I hope you will work hard to bring about these improvements. Best wishes for the future.

Yours sincerely,

David Law

Lead Inspector

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