

Ss Osmund and Andrews RC Primary School

Inspection report

Unique Reference Number	134237
Local Authority	Bolton
Inspection number	328862
Inspection date	29 April 2009
Reporting inspector	Geoffrey Yates

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	380
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr R Hill
Headteacher	Mr John Thorpe
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Blenheim Road BRIGHTMET Bolton Lancashire BL2 6EL

Age group	5–11
Inspection date	29 April 2009
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Telephone number
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- provision for children in the Early Years Foundation Stage
- the achievement of pupils
- how well the school promotes pupils' independence in learning
- how well the curriculum allows pupils to use their basic skills in other subjects.

The inspectors collected evidence from lesson observations; looking at pupils' work, assessment information and documents; interviews and discussions with the headteacher, staff, pupils, parents and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that most of the school's own assessments, as given in its revised self-evaluation, were not justified, and these have been included where appropriate in this report. Judgements about the quality of the curriculum and of overall leadership and management were over ambitious.

Description of the school

This is an above average size primary school situated in the outskirts of Bolton. Most pupils are of White British heritage. The Early Years Foundation Stage consists of Nursery and Reception classes A below average proportion of pupils is eligible to receive free school meals. The percentage identified as having learning difficulties and/or disabilities is broadly average. The school is the result of two schools amalgamating in 2003 and, since the previous inspection, it has moved to a new site. It has achieved many awards including the Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with several outstanding features. Pupils achieve well and standards reached by the end of Year 6 are above average, reflecting good progress. Pupils' personal development and the care, guidance and support provided for them are excellent. In less than two years a new school on a new site combining pupils from two schools has been established successfully. This is due to the outstanding leadership and management of the headteacher and his deputy headteacher. Parents are extremely happy with the school and greatly value the support given to families. One parent echoes the views of many, 'Since moving to the new site I feel the school has blossomed.'

Children make good progress in the Early Years Foundation Stage so that by the time they enter Year 1 their skills and knowledge are only slightly below those expected for their age. Pupils make good progress in Key Stage 1 and reach slightly above average standards in reading and average standards in writing and mathematics. Few pupils reach the higher level in writing, but recent initiatives are having a positive impact on standards in this area. The secure grounding pupils have in Key Stage 1 promotes their good progress in Key Stage 2. Provisional results in 2008 show pupils not only attained well at the expected Level 4 in Year 6 national tests but also at the higher Level 5 in English. Current standards in Year 6 maintain the above average levels of previous years. Pupils with learning difficulties and/or disabilities make the same good progress as their classmates.

The good attendance of most pupils confirms their tremendous enjoyment of school. They value very highly the levels of care, the abundance of opportunities to take part in extra-curricular activities and the stimulating lessons. They particularly look forward to sport, drama and information and communication technology (ICT). Pupils respond very well to the strong systems for promoting excellent behaviour, attitudes and community spirit. It is testament to the quality of leadership and management that pupils from the two schools have come together so successfully on a single site. Pupils' spiritual, moral, social and cultural development is exceptional. They have numerous opportunities to become independent and exercise responsibility, for example, as school councillors, who respond quickly to any concerns raised by fellow pupils. Pupils take pride in these roles and carry out their duties very effectively. Pupils show considerable concern for others in less fortunate circumstances. They have a good understanding of healthy lifestyles and an excellent awareness of how to keep safe. Appropriate safeguarding procedures are in place. Pupils feel very settled at Ss Osmund and Andrews and leave well prepared for the challenges of secondary school. Pupils' good progress in developing key skills, including ICT, sets them up well for their future lives.

Information and communication technology is a very important part of the good quality curriculum and standards are high. Provision for personal development, drama, French and physical education is strong. While basic skills in English and mathematics are taught well, opportunities are missed for pupils, especially higher attainers, to use their writing skills well in other subjects across the curriculum. An excellent range of extra-curricular activities promotes both enjoyment and progress.

The quality of teaching and learning is good and some lessons are outstanding. The use made of teachers' specialist knowledge is a major strength. As a result pupils' learning in subjects such as ICT and physical education is of a high quality. Teachers are enthusiastic, hard working and have high expectations. Support staff play an important part in helping pupils to succeed.

Pupils find lessons 'interesting and fun.' For example, Year 6 pupils responded enthusiastically to the challenge of developing early skills in algebra. In a drama lesson, pupils were totally enthralled, acting out a scene from Hamlet, benefiting from the prompts given by a teacher with exceptional skills. Pupils' very good levels of concentration, allied to the teachers' thoughtful questions, successfully boost their speaking and listening skills. Teachers mark pupils' work thoroughly, involving pupils in target setting. Older pupils help to assess their classmates' work. Teachers make very good use of information gleaned from the school's excellent tracking system to meet the learning needs of all the pupils.

Good overall leadership and management are key factors in the school's success. Senior leaders ensure that all pupils have access to everything the school has to offer. Excellent monitoring procedures ensure that any equal opportunities issues are addressed very well. This has contributed to pupils' excellent personal development and enabled the school to raise standards. The role of middle managers has improved since the previous inspection and staff are increasingly involved in evaluating their areas of responsibility. Community cohesion is strong through links with the local and wider community and a growing awareness of global communities. The school's self-evaluation is rigorous and generally accurate, based on the desire to be even better. Governors exercise their responsibilities well and the chairperson provides very purposeful leadership. Taking into account the highly successful move to a new site, the school has made outstanding progress since its previous inspection. It has good capacity to improve and provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start school with knowledge and skills that are below the levels typical for their age. They make good progress in all areas of learning because of the good teaching and support they receive, and enter Year 1 with skills slightly below average. A great deal of attention is given to children's personal development. As a result, children feel happy and safe and behave outstandingly well. Resources are organised well and of a very good quality. Good systems for welcoming children into the Early Years Foundation Stage ensure that they settle quickly into everyday routines. Activities are well balanced between those which are child initiated, promoting independent learning, and those which are adult led. Children work and play happily together, sharing resources and taking turns sensibly, and this quickly develops their confidence and independence. For example, one child talked confidently to the inspector about 'Pat the fat cat who eats too many Kit-Kats!' Very good relationships result in children having positive attitudes to their learning and behaving well at all times. Adults have a good understanding of the needs of children of this age. Support staff are becoming increasingly confident in using information collected from recent improvements in assessment arrangements. Activities are adapted well to match children's different abilities. Welfare requirements are met extremely well and children are cared for exceptionally well in a safe and secure environment. The outside areas are integrated fully into the curriculum. Very good links with parents mean they are kept fully informed of the progress their children make.

What the school should do to improve further

- Ensure that pupils, especially those who are higher attaining, are given regular and challenging opportunities to use their good writing skills in subjects across the curriculum.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Ss Osmund and Andrews Roman Catholic Primary School, Bolton, BL2 6EL

Thank you for the very friendly welcome you gave my colleague and me when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is good and has several outstanding features. It helps you make good progress and reach standards that are above average in English, mathematics and science by the end of Year 6.

What we found about your school.

- You show a lot of enjoyment in coming to school and are very keen to learn.
- Your behaviour is excellent and you are very polite and courteous to others.
- Anyone who needs extra help with their work is always given it.
- You have an outstanding range of enrichment activities, including after-school clubs.
- Adults look after you extremely well and make sure you are safe, both in and around school and on visits.
- Your headteacher and deputy headteacher lead the school exceptionally well.
- Your teachers are all working hard to help you do even better.

What we have asked your school to do now.

- Provide you with more opportunities to use your good writing skills well in other subjects such as history.

You can all help your school to improve further by continuing to try your best in activities and being kind and considerate to others. All of you are a credit to your school.