

St Hugh of Lincoln Catholic Primary School

Inspection report

Unique Reference Number	125226
Local Authority	Surrey
Inspection number	363988
Inspection dates	3–4 November 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	James Doherty
Headteacher	Teresa Bullen
Date of previous school inspection	10 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons and observed seven teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from pupils, staff and 111 parents and carers.

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

- The success of strategies to help pupils make good progress in writing and mathematics.
- The rate of progress and the level of challenge for more-able pupils in Years 1 and 2.
- Outcomes in Early Years Foundation Stage and the balance between adult-led and child-initiated activities both in and out of doors.

Information about the school

The school is of average size. Three quarters of the pupils are from White British backgrounds. The remaining pupils are from a variety of minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities is just below average. Their needs mainly relate to difficulties in communication, or in behavioural, emotional and social aspects of their development. Children in the Early Years Foundation Stage are taught in one Reception class. The headteacher was appointed in 2009 and the Early Years Foundation Stage leader was appointed in 2010.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils achieve well as a result of good teaching. It also has some outstanding features. The care, guidance and support that pupils receive are exceptional and accordingly, pupils behave very well, have good relationships with adults and other pupils and respect each other's achievements. As a result, the school is a warm, welcoming, cohesive community. Pupils feel safe, secure and ready to learn because of the good levels of safeguarding that exist. More recent improvements in the quality of teaching and learning and significant changes to the curriculum have provided innovative approaches to the way pupils learn. These, together with the school's outstanding partnerships in promoting learning and well-being, have ensured that the school's long-standing record of high attainment at the end of Year 6 has been unbroken. The headteacher's strong leadership enthuses others to have high aspirations for themselves and their pupils. The school's commitment to secure equal opportunities and tackle discrimination is good. The staff share the headteacher's passion for improvement and are effectively supported by the governing body. Their concerted action to maintain high standards, based on the school's clear and accurate review of its performance, demonstrates the school's good capacity to sustain improvement.

Children begin school with skills expected for their age. Progress is good overall through the school, although it slows in Key Stage 1, where teachers' expectations are not always sufficiently high and tasks do not always meet the needs of every pupil. Younger pupils do not always have enough opportunities to help them come to grips with a new way of working and more-able pupils are not always challenged. Consequently, too few pupils reach the higher Level 3 at the end of Year 2 in reading, writing and mathematics. The focus for improvement in 2010 was on writing rather than either mathematics or reading and this was reflected in improved pupil outcomes in writing. The school recognises monitoring procedures could be even more rigorous to ensure that all pupils make the best progress they can. Progress accelerates in Years 3 to 6, where there is a high proportion of outstanding teaching, learning is exciting and well tailored to the pupils' needs. As a result, over the past five years, attainment at the end of Year 6 has been significantly higher than average and a significantly above average percentage of more-able pupils reach the higher Level 5 in English and mathematics.

The school's effective programme of staff development has ensured that teaching is good overall with some outstanding areas of practice. However, this excellent practice is not embedded sufficiently widely and this gives rise to a lack of consistency in some areas of the school.

What does the school need to do to improve further?

- By July 2011, accelerate the rate of pupils' progress in Key Stage 1 by ensuring that:

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- learning is more closely matched to the needs of the youngest pupils
 - more-able pupils are challenged
 - all teachers have high expectations of what their pupils will achieve
 - senior leaders rigorously monitor the expectations for learning in lessons, the rate of progress and the use of assessment, providing feedback and points for action.
- By July 2011, ensure that teaching is consistently good through sharing good practice more effectively.

Outcomes for individuals and groups of pupils**2**

Pupils are keen and enthusiastic learners because they have a good knowledge of, and are actively involved in, their learning. Consequently, most pupils make the expected rate of progress or better, regardless of their gender, ethnicity or ability. When the work planned for them is exciting, challenging and well matched to their needs, pupils show high levels of independence, work with sustained concentration and make outstanding progress. For example, Year 5 pupils enjoyed their guided reading session because, although the text was challenging, the teacher asked well-framed questions which extended their vocabulary, probed their understanding and clarified their thinking. They were keen to know what happened next. They were enthusiastic and talked knowledgeably about the book they were reading. However, there are a few occasions in Key Stage 1 where the pace of pupils' learning is not so fast and pupils spend too long listening to the teacher. In these lessons, where learning is not accurately matched to the needs of all the pupils and there is a lack of challenge for some, pupils make satisfactory progress overall.

High quality support ensures that all pupils with special educational needs and/or disabilities make good progress to reach levels that are at least in line with and, at times, above average levels at the end of Year 6.

The positive ethos, which results from the outstanding care that pupils receive, enables them to develop good personal qualities. They work and play harmoniously, come to school regularly and their behaviour is outstanding. Pupils report that there is no bullying and know that there will always be someone who will listen to them. Pupils are knowledgeable about how to stay safe and have a clear understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit at break time. The school council members are proud of the work they have done to making improvements such as the new library, and the provision of an outside stage and 'polytunnels' to grow vegetables.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

An exciting curriculum, carefully designed to develop pupils as learners, enthusiastic teachers and good relationships ensure that pupils enjoy their learning. The success of theme weeks and pupils' easy access to the 'learning platform' mean learning is highly personalised and there is a high level of independent learning throughout the school. For example, Year 4 pupils were totally absorbed in their theme week work on sport. A group of boys talked knowledgeably about rugby and about how they were going to prepare a PowerPoint presentation on the subject. They spoke confidently as experts on the subject. They said that they could see a real purpose in their learning because they were finding out new facts, improving their vocabulary and their information and communication technology skills. The teacher's skilful use of her knowledge and understanding of each pupil meant that all pupils were very engaged in their learning and there was a high degree of challenge. However, there are a few lessons where this is not the case and teachers talk for too long, some pupils lose interest and say that the work is too easy. It is when this happens that the rate of progress slows.

Teachers know the pupils and their families well. Pupils feel happy and secure because they know that there is a high level of care, guidance and support and that there is always someone there to listen, help or advise. Pupils who are vulnerable due to the circumstances blossom because they are in such a nurturing environment and receive excellent support, which is tailored sensitively to their needs. The school works very

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positively with a wide range of partnerships to help individual pupils overcome any barriers to learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's clear vision and passion for improvement are shared by the school community and this has proved to be a powerful tool for progress, enabling the school to build on its success. Senior leaders, who are outstanding practitioners, monitor the quality of teaching and learning and give special support when needed. However, senior leaders are not complacent and realise that even more rigour is needed to ensure that teaching is consistently good and that the excellent practice found within the school should be shared more widely. All teachers are held to account through pupils' progress meetings where the school's accurate tracking system highlights any underperformance and enables the school to address the learning needs of all pupils regardless of gender, ability or ethnicity. This reflects the school's strong commitment to equal opportunities. The school's performance is monitored and evaluated systematically and used carefully to make effective plans for improvement. The school's outstanding partnerships with other schools and colleges make a significant contribution to pupils' good achievement, particularly with regard to the pupils most vulnerable due to their circumstances. Good relationships with parents and carers support pupils' learning in a highly positive way.

The governing body makes sure it is well informed and governors challenge and support where and when necessary. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. The school's commitment to promote community cohesion is good and consequently the school is a cohesive community where pupils from different backgrounds play and work happily, and learn about and respect each other's beliefs.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. They settle quickly into the welcoming atmosphere, relationships are caring and children are well looked after. Children enjoy the exciting opportunities that exist for exploration and discovery both in and out of doors. A good balance of adult-led and child-initiated activities ensures that children have plenty of opportunity to practise, explore and investigate but also to try new activities and to learn new skills. They enjoy the freedom to practise their skills in pedalling wheeled toys and relish the opportunity to get into the large sand tray to fill containers of various sizes. All adults interact well with children's play, encouraging them and providing good models for their language. As a result, children speak with confidence and listen attentively. Children enjoy consolidating their numbers to 10 in a variety of activities. One group took great delight in taking turns to roll the dice and showed great pride in their new found confidence with number. Leadership and management are effectively focused on helping children to make good progress, promoting their welfare and ensuring that partnerships with parents and safeguarding procedures are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

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Please turn to the glossary for a description of the grades and inspection terms

Stage	
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Views of parents and carers

Although the majority of parents have positive views of the school, 17% felt that their children were not making enough progress at school. Evidence from the inspection shows that pupils make good progress overall and that it varies from outstanding to satisfactory. Some parents from two classes expressed concerns that unacceptable behaviour was not dealt with effectively. Evidence from the inspection shows that overall pupils' behaviour is outstanding. It found that where the quality of teaching was good, with pupils engrossed in learning that is interesting and at the right level, pupils with behavioural needs do not disrupt the learning of others. It found that new levels of support and recent partnerships have been successful in helping individual pupils overcome any behavioural difficulties. Some 16% of parents felt that the school does not take account of their views. Evidence from the inspection shows that parents are regularly consulted by questionnaire, that the school has a parents' forum where their views can be aired and that parents' views are represented in the school development plan.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Hugh of Lincoln Catholic Primary School 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	45	60	54	1	1	0	0
The school keeps my child safe	51	46	56	50	4	4	0	0
My school informs me about my child's progress	34	31	75	68	2	2	0	0
My child is making enough progress at this school	27	24	65	59	19	17	0	0
The teaching is good at this school	34	31	73	66	4	4	0	0
The school helps me to support my child's learning	34	31	67	60	9	8	0	0
The school helps my child to have a healthy lifestyle	35	32	67	60	8	7	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)	38	34	67	60	1	1	0	0
The school meets my child's particular needs	26	23	78	70	6	5	0	0
The school deals effectively with unacceptable behaviour	24	22	63	57	17	15	4	4
The school takes account of my suggestions and concerns	21	19	67	60	17	15	1	1
The school is led and managed effectively	24	22	70	63	8	7	2	2
Overall, I am happy with my child's experience at this school	30	27	77	69	3	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 November 2010

Dear Pupils

Inspection of St Hugh of Lincoln Catholic Primary School, Woking GU21 8TU

Thank you for being so friendly when we came to inspect your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you a good standard of education and there are a lot of things your school does well.

You told us that you enjoy school and that you feel safe. You told us how much you enjoy your theme weeks and the way that you learn. We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep fit and your healthy lifestyles. We could see that you behave very well, get on well with each other and help the school to run smoothly.

Your headteacher and other staff know that there is still work to be done to make the school even better. We have asked the school to do two things.

- It should help those of you in Years 1 and 2, particularly younger pupils and those who find learning easy, to do even better by making sure that teachers give you the right level of work to help you to do the very best you can. It should also make sure that teachers help each other so that you can all make good progress.
- It should ensure that all teachers share what they do well so that you always do the very best you can.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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