

Euxton St Mary's Catholic Primary School

Inspection report

Unique Reference Number	119676
Local authority	Lancashire
Inspection number	379867
Inspection dates	1–2 February 2012
Lead inspector	Sue Sharkey

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Simon Ambury
Headteacher	Barbara Coulton
Date of previous school inspection	9 May 2007
School address	Wigan Road Euxton Chorley PR7 6JW
Telephone number	01257 262049
Fax number	01257 234324
Email address	bursar@euxton-st-marys.lancs.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

Inspection team

Sue Sharkey
John Shutt

Additional inspector
Additional inspector

This inspection was carried out by two additional inspectors. The inspectors observed eight teachers and visited eight lessons. Discussions were held with the headteacher, school staff, groups of pupils, and members of the governing body. The inspectors observed pupils' work and looked at a wide range of documentation provided by the school, including the school's system for tracking pupils' progress, documents regarding the safeguarding of pupils and key policies. Inspection questionnaires from 100 parents and carers were studied and those from school staff and pupils were also taken into account. No responses were available from the online questionnaire for parents (Parent View).

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible to free school meals is below the national average. Almost all pupils are from White British backgrounds but a few speak English as an additional language. The proportion of pupils who have special educational needs and those who are disabled is similar to the national average. The school exceeded the government's current floor standard in 2011. It has the Eco School and Artsmark Gold awards.

An independent management committee provides breakfast and after-school care on the school site. This setting did not form part of the inspection but a report about the quality of its provision can be found on the Ofsted website.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school where pupils blossom both academically and personally. The school is an energetic community providing a purposeful environment where pupils love to learn. Since its previous inspection, the school has improved pupils' achievement, the quality of teaching and learning and aspects of leadership and management. Pupils achieve exceptionally well from their starting points in the Early Years Foundation Stage so that by the end of Key Stage 2 their attainment is above average in English and mathematics.
- Teaching is outstanding. Teachers use a wide range of teaching styles, which successfully enthuse and motivate pupils. Strong features in teaching include highly positive relationships between staff and pupils, and very good questioning that extends pupils' language and learning. Teachers' planning builds in opportunities for pupils to solve problems, but there are not enough occasions when pupils can carry out independent work in order to follow their own line of thought. Lessons are characterised by exciting planning, brisk pace and high expectations.
- Pupils, parents and carers overwhelmingly acknowledge the high standards of behaviour and excellent arrangements for keeping pupils safe. Pupils say that all adults in school protect them and help them if they have a problem. Pupils' exemplary attitudes to learning and conduct, within lessons and around school, are due to the climate of trust and support the school has created.
- The headteacher is well supported by the drive and commitment of the staff and the governing body who share her vision and sense of direction. The highly effective teamwork of all staff and governors makes a significant contribution to the high standards in pupils' personal and academic work. The first-class curriculum provides support for pupils' outstanding spiritual, moral, social and cultural development, leading to pupils acquiring mature and sensitive attitudes.

What does the school need to do to improve further?

- Ensure pupils have more opportunities to carry out independent learning in order to follow their own lines of enquiry and raise their attainment further.

Main Report

Achievement of pupils

When they enter the Early Years Foundation Stage, children's skills are broadly in line with what is expected for their age but reading, writing and calculations are usually below. Children get off to a rapid start because of the high quality care and support and they make good and often outstanding progress so that when they enter Year 1 most are above age-expected levels. Stimulating activities are well chosen in the Early Years Foundation Stage. Children have extensive opportunities to explore the world around them with both indoors and outdoors providing a boost to successful learning. The outdoor areas are of a high standard providing an outstanding level of challenge and motivation.

Rapid and sustained progress continues through the school so that when pupils leave in Year 6 their attainment is above average. Since the last inspection, pupils' rate of progress has increased significantly and many pupils are now attaining very high standards in both English and mathematics. Pupils who have special educational needs and those who are disabled make the same rapid progress as others. They are extremely well supported by well-qualified and diligent teaching assistants. The school has a wide range of support strategies available to ensure that there are no inconsistencies between girls and boys or any other groups. Parents are right to be pleased with the progress their children are making. Pupils' positive attitudes to learning are exemplified through their interest and excitement when approaching activities. In a Year 3 mathematics lesson, for example, pupils listened attentively prior to starting their data handling. They worked successfully in pairs and small groups where they were happy to share ideas and findings while using the data gathered and then recording this information in a variety of ways. Pupils show real enthusiasm for their work and talk confidently about how and why they enjoy lessons. This successfully promotes their social and moral development.

Pupils are confident readers. In Year 1, children talk about the kind of book they like to read; for example, one child chose books about animals as a favourite. Pupils in Year 4, explain their reasons for liking different authors. In the Reception class, children are already acquiring extremely good skills to sound out letters in order to read words. This continues through Key Stage 1 where children build on their knowledge of sounds extending their vocabulary to include more complex words. As a result, by the end of Year 2, pupils' attainment in reading is above average. As pupils move through school, they begin to learn different ways of reading such as, when reading aloud, changing the tone of voice for the use of speech marks, stopping for a full stop and a shorter pause for a comma. By the end of Year 6, pupils' reading is well above average. The well-stocked library inspires pupils to read

a wide range of genres. All year groups access the library with most pupils using the computerised system to exchange books.

Quality of teaching

The school provides consistently high quality teaching, which brings about outstanding levels of achievement. This is a result of rigorous monitoring and very effective professional development for teachers and teaching assistants based on clear identification of priorities. Teaching is characterised by very clear learning objectives, high expectations and imaginative and stimulating lessons that fire pupils' enthusiasm. Planning often focuses on solving problems, which can be based on real-life situations. This ensures learning is systematic, real and engaging. However, there are not sufficient opportunities for pupils to carry out their own independent learning so that they can follow their own line of enquiry. Regular tracking of pupils' progress and discussions with senior leaders help teachers to have an accurate and detailed understanding of pupils' needs so that work is very well matched to pupils' needs. Other adults in the classroom work very closely with teachers, ensuring that they are fully involved in helping pupils to make the very best progress. Parents are right to be very happy with the way their children are taught.

Teachers use different skills within a range of subjects. For example, writing is widely practised across the curriculum and pupils confidently produce extended pieces of work. This is helping pupils to reach high standards in English. For example, during a Year 5 lesson, pupils were writing a diary entry in the role of a character from a book they were reading. Pupils showed a high respect for the teacher as well as each other as they listened and responded. Very soon, through excellent questioning by the teacher, pupils had extended their vocabulary, looked closely at similes and alliteration and improved sentence structures in preparation for their writing. The curriculum is designed to support both academic and personal skills and there is always a focus on extending pupils' local knowledge as well as the wider world. In these ways, pupils' spiritual, moral, social and cultural development is fostered extremely well.

Behaviour and safety of pupils

Behaviour and safety are outstanding. Pupils manage their own behaviour extremely well, upholding the school's high expectations. When talking to pupils, they say behaviour has always been very good. The school is a very harmonious community where safety is of the highest priority. Parents and carers are extremely confident that their children are safe in school and that they behave very well. The school council organises games at break time for younger children, helping to promote their confidence and self-esteem. Following break times, pupils return swiftly to their classes where they settle into lessons and show instant enthusiasm for their work.

Pupils clearly enjoy coming to school; this is reflected in pupils' high attendance. Pupils demonstrate an excellent understanding of the different types of bullying saying that pupils do occasionally fall out and disagree but that there is no bullying. They are confident that, should the need arise, they would know how to deal with bullying. They say they are taught about different forms of bullying through the curriculum, for example cyber-bullying. The school works very closely with parents

and carers and, if any pupil has a problem, counselling is available for them. Records show that this has had successful results for individuals.

Leadership and management

The school benefits greatly from established leadership that is committed to the continuous improvement of academic standards within a safe and caring environment. The school has a strong capacity for further improvement and all leaders, including the governing body have a clear strategy for achieving this. The governing body plays a highly effective role in shaping the school's direction. It is extremely committed and provides rigorous monitoring, support and challenge. Accurate, rigorous school self-evaluation enables a corporate understanding of the school's strengths and areas for development which leads to very good development planning. The school is thorough in ensuring equality for all and tackling discrimination. It celebrates and values different skills and abilities throughout its work. Improvements since the last inspection show that the school has an excellent track record for improving pupils' progress and attainment. Procedures to safeguard pupils meet government requirements in ensuring that the school is a safe place in which to learn. The school has a strong sense of community, with stalwart links with parents and carers and partners, such as other schools and external agencies.

The outstanding curriculum is evident in the exciting activities and pupils' engagement in lessons resulting in high-quality learning. It is highly tailored to meet the needs of all pupils. Pupils can take part in one of the many clubs on offer, for example drawing, gardening, French or a wide range of sporting activities. Pupils have links with a school in Gambia and learn and celebrate different cultures. All these are very effective in promoting pupils' spiritual, moral, social and cultural development, which is outstanding. It is evident in pupils' mature and sensitive approach to supporting one another and their participation in lessons and assemblies.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of Euxton St Mary's Catholic Primary School, Chorley, PR7 6JW

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking with you, watching you learn in lessons and listening to some of you read. Your behaviour is excellent both in the classroom and outside and we were really impressed to see how well you play all together at break time. Overall, we found that your teachers teach you extremely well and your school provides you with an outstanding education, so that you are able to make excellent progress in your work.

Congratulations on everything you do to help your school. We found out more and more during the two days as we talked with you! Talking with school councillors helped us to see what a super job they do in putting forward ideas to help the school get even better, but particularly to help you all at break times. It was lovely to walk around the school as well as join you in lessons because everywhere we went you were all concentrating and working really hard. Often we saw you having fun and we were pleased to hear you say that teachers make lessons fun. We noticed how well teachers help you learn so that you are able to reach a very high standard. We were also pleased to hear that when we asked you if you enjoyed reading you all said, 'YES'.

There is one thing that we have asked the school to do to help to make it even better. That is to provide you with more opportunities to carry out independent work so that you can have more chances to follow through some of your own thoughts and ideas.

We know your school is very proud of you. Your headteacher, staff and the governing body care for you extremely well. Remember always to do your best and help your teachers. Thank you for helping us and for being so polite.

Yours sincerely

Sue Sharkey
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.