

St Wulstan's and St Edmund's Catholic Primary School and Nursery

Inspection report

Unique Reference Number	119624
Local Authority	Lancashire
Inspection number	358594
Inspection dates	28–29 September 2010
Reporting inspector	Adrian Francis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Mr John Harrison
Headteacher	Mrs Sharon Jones
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed 13 teachers. They held meetings with pupils, staff and members of the governing body. They observed the school's work, and looked at documentation, including improvement plans, records of pupils' attainment and progress, pupils' work in their books, and policies and procedures relating to safeguarding. The inspection team analysed 135 questionnaires returned by parents and carers, and those from staff and pupils.

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

- The extent to which the quality of teaching and learning is high enough to raise achievement in all key stages.
- How well the school provides for the achievement of all groups of pupils as they move through the school.
- Whether the school's leaders and managers are making sufficient impact on school improvement.
- Whether pupils' personal development outcomes are as good as the school describes.

Information about the school

This is a larger-than-average-sized primary school with a rising roll. Most pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than the national average. The proportion of pupils who join or leave the school other than at the usual times during Key Stages 1 and 2 is high. The school has gained awards which recognise its contribution to promoting pupils' health and physical education and has also gained Artsmark Gold status. A breakfast café is available to all pupils.

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

St Wulstan's and St Edmunds provides a good education for its pupils. Its major strength is the outstanding effectiveness of the partnerships it develops in order to support learning and pupils' personal development. Good safeguarding procedures ensure that pupils feel very safe in school and relationships with parents and carers are good. One parent, reflecting a typical view, commented, 'This is a fantastic school - well done to all the staff.' Attendance is above average.

Pupils' achievement is good. From below average starting points, pupils leaving Year 6 in 2010 achieved broadly average standards. However the school assessment records and observations of learning show that the progress of pupils in other year groups has accelerated and is now good. This is reflected in rising standards of attainment within the school. This is due to teaching that has improved and makes more effective use of setting targets for individual students. Where teaching is most effective, teachers have high expectations of what all groups of pupils can achieve and work is challenging for all pupils throughout the lesson. However, this is not always the case and there is not sufficient consistency across the school in ensuring that pupils build on their previous learning, particularly the more able pupils.

Pupils with special educational needs and/or disabilities make good progress because of the high quality support they receive. The expectations of those pupils who learn more quickly than others are not always high enough and so the work set does not always fully match their abilities. These pupils do not have enough opportunities to work independently and this sometimes restricts their progress.

Effective strategies are helping to develop the good quality curriculum, as well as ensuring that the care, guidance and support for all pupils are good. As a result, pupils' behaviour is good, they are keen to learn and to do their best and most develop considerable confidence. They enjoy their time in school and make a good contribution to the school community.

Led by the headteacher, the school has drive and a clear vision and the professional partnerships among the staff have been successful in maintaining the school's effectiveness since the last inspection. Although there is a wealth of data available relating to the progress pupils make, sufficient use is not yet being made of this data to sufficiently impact on pupils' outcomes. Self-evaluation is an established and thorough process and there is effective improvement planning. These structures and the impact of improved target setting on increasing rates of progress show that the school has a good capacity to improve.

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What does the school need to do to improve further?

- Improve the quality and consistency of teaching, by ensuring that:
 - work is sufficiently challenging throughout each lesson and that it enables pupils to build on their prior learning
 - lessons have a quick pace, with high expectations of what more-able pupils can achieve.
- Raise the achievement of more-able pupils, by:
 - providing them with more opportunities for independent work
 - ensuring that tasks are fully matched to their abilities and learning needs.
- Ensure that leaders analyse pupils' progress data more effectively in order to ensure that priorities and actions are more closely linked to pupils' outcomes.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with skills and abilities that are, overall, below those typically expected for their age. In lessons observed and in the pupils' work it is clear that all groups of pupils achieve well and make good progress. Pupils who learn more quickly, however, do not always achieve the levels they could. Pupils in Year 6 attain broadly average standards, but attainment in other year groups is rising. In every class, pupils demonstrate positive attitudes to their work. Pupils enjoy school because they trust the adults who work there and respond positively to the good variety of learning experiences provided. They show commitment to the task in hand and work well with each other. They respond well to teachers' questions, especially when these probe and deepen understanding. Pupils' workbooks are neatly presented and this is indicative of the pride they have in their school. Newcomers to the school have made good progress during the time they have been in this school.

Pupils say they feel very safe, secure and valued. Behaviour is consistently good: pupils are polite and courteous. Observations of vulnerable pupils, such as those with learning or social and emotional difficulties, show that they are well cared for and helped to develop independence, and to play a full part in the life of the school. Pupils have a good appreciation of what it means to live a healthy life. They enjoy physical education lessons and describe in detail the aspects of these lessons that they most enjoy. The school's analysis shows that the majority of pupils take part in the very good variety of after-school sports and exercise clubs, and residential visits.

Pupils enjoy the responsibilities associated with their school council and eco-council. They have been involved in suggesting and supporting improvements to school policy, for example, changes to the bullying policy. There are excellent links with the church, and both local and nationally based charities. Groups of pupils have been involved with the district schools' council and the town and borough councils, regarding issues pertinent to the school, such as littering and graffiti. Pupils' understanding of the contribution they can make to the national and global communities has developed well since the last inspection.

Pupils attend regularly and punctually. Pupils' well developed and improving information and communication technology (ICT) skills contribute well to their preparation for the next stage of their education and their future lives.

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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	3
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	2
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	2

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?

The quality of teaching and of learning is good. Teachers' subject knowledge is generally good, but consistently high expectations of what more-able pupils can achieve are less evident. Resources to stimulate learning are used well. In the best lessons, work is challenging in all parts of the lesson and teachers encourage pupils to act as a resource for each other, for example, through discussion in pairs to help to develop each other's thinking. In some lessons, too much emphasis is put on whole-class teaching, with opportunities being missed to ensure that all pupils are fully involved in activities. This can limit the rate of pupils' learning, especially that of more able pupils, where work is sometimes not well matched to their abilities. The use of assessment is satisfactory overall. The school holds a considerable amount of data about the quality of pupils' learning, their personal development and the standards they attain. However, the data are not always used effectively enough to improve pupils' outcomes. Pupils' work is regularly marked, and there is a sharp focus in teachers' marking, throughout the school, on what pupils need to do in order to attain the next level in their learning.

The effective curriculum enables most pupils to achieve well and provides effectively for those with special educational needs and/or disabilities. As a result of recent developments to the curriculum, effective links between subjects are now in place, which are relevant to pupils' interests, and this is enthusing them in their learning. The range of

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enrichment activities, within the curriculum and beyond, is good. For example, pupils are enthusiastic about the number of clubs that are on offer and their involvement in sports matches and residential visits. They say that this reflects the many opportunities they have to learn as a result of the interesting activities with which they are provided. Information and communication technology is used well to support pupils' learning across the curriculum.

Parents, carers and pupils appreciate the quality of the care, guidance and support provided by the school. Key staff play an important part in supporting the pupils' personal development and the school closely monitors the effectiveness of these high standards of support. Pupils with physical, social and/or emotional needs are provided with suitable support to enable them to access the curriculum and to continue their learning in school, for example, through the use of the nurture room. The breakfast café is popular with pupils and provides a settled start to the day for many. Links with services to support pupils whose circumstances have made them vulnerable are excellent. Transition arrangements between all key stages are effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff morale is very high and all leaders and managers are strongly committed to ensuring improvement and the best possible outcomes for pupils. This is because of effective approaches to leading the school that offer everyone a stake in its development. Parents' and carers' views are sought and their responses are acted upon. The effective governing body is committed to ensuring pupils' good achievement. There is a shared understanding of the priorities of the school's improvement plan, a strong commitment to carrying out the actions necessary for these to be realised, and a growing track record of success. Staff and pupils all work together very well and share a common vision to continue to improve. However, the analysis of data about pupils' progress is not yet used as effectively as it could be to ensure the most positive impact on more able pupils' achievement.

Systems for safeguarding and risk assessment are good. Highly effective communications within the school and with support agencies ensure pupils are safe and feel very secure. Equality of opportunity is promoted satisfactorily. The effectiveness of work with outside partners is excellent. Close involvement with other schools, with parents and carers and with other agencies and external bodies, ensures that there is a wide range of high quality opportunities to promote the pupils' learning and well-being and to increase their understanding of the world of work. The school's promotion of community cohesion successfully embraces the celebration of cultures and faiths of pupils from different ethnic

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backgrounds. This has improved since the time of the last inspection. Overall, outcomes for pupils are good and resources are used effectively, with the result that value for money is good.

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	3
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	3
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 from their starting points thanks to the good quality of the provision, so that by the time they enter Year 1, most have attained the knowledge and skills expected for their age, although some remain below this expectation. The school works hard to build links with parents and carers and children receive the individual attention they need from the start. Any additional needs are quickly identified and the necessary specialist help is sought and provided. All children are able to access a wide range of experiences that develop their skills and abilities well. They quickly become secure and happy and their confidence, motivation and skills all grow as a result. Children's abilities to work both in groups and independently generally develop well, and by the end of Reception many have gained much improved concentration and perseverance.

The imaginative curriculum meets children's needs well. There is a good range of well-planned activities and an appropriate balance of teacher-led and child-initiated activities. There is an apt emphasis on developing children's social skills and improving their knowledge and understanding of the world around them. Behaviour is good and children have a very positive attitude to their school, learning to share and take turns. Their speaking skills are also given priority and staff take every opportunity to stimulate children's imagination and to enhance their vocabulary. The outdoor area is not easily accessible to all classes but best use is made of the space available. Children's welfare is given a high priority and staff ensure that their physical, social and emotional needs are

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well met. Leadership and management are good. Children's progress is assessed and recorded accurately.

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 Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the work of the school. They appreciate the strong caring ethos and the accessibility of the headteacher, teachers and other staff whenever they wish to discuss aspects of their children's development. They strongly support the good procedures for safeguarding and comment on how much their children enjoy school. Very few parents or carers express anything other than strong support for the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Wulstan's and St Edmund's Catholic Primary School and Nursery 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	75	32	24	2	1	0	0
The school keeps my child safe	113	84	21	16	0	0	0	0
My school informs me about my child's progress	84	62	46	34	2	1	0	0
My child is making enough progress at this school	88	65	45	33	1	1	0	0
The teaching is good at this school	102	76	30	22	0	0	0	0
The school helps me to support my child's learning	89	66	44	33	1	1	0	0
The school helps my child to have a healthy lifestyle	97	72	35	26	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)	88	65	42	31	1	1	0	0
The school meets my child's particular needs	92	68	40	30	1	1	1	1
The school deals effectively with unacceptable behaviour	83	61	47	35	1	1	0	0
The school takes account of my suggestions and concerns	75	56	55	41	0	0	0	0
The school is led and managed effectively	105	78	30	22	0	0	0	0
Overall, I am happy with my child's experience at this school	115	85	19	14	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 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.



30 September 2010

Dear Pupils

Inspection of St Wulstan's and St Edmund's Catholic Primary School and Nursery, Fleetwood, FY7 7JY

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

You go to a good school. We were really pleased with your good behaviour, the lovely welcome that you gave us and the way you get on so well with each other and with adults. Many of you told us how much you enjoy school and the learning that takes place. You say you feel very safe and that the school looks after you very well. The children in the Early Years Foundation Stage and most children throughout the school make good progress. Your school council and other pupil groups work hard to make your school an even better place for you to learn and have fun and you work very well together in teams.

So what does the school need to do to get even better? I have asked your headteacher and teachers to:

- make sure that work is hard enough for those pupils who find learning easier than most so that they continue to learn new knowledge and skills in every lesson
- make sure that they have high expectations of what all pupils can achieve
- use the results of assessments and the marking of work to make sure that all pupils reach their targets.

You can help by finding out from staff how to make your work better and by concentrating hard and paying attention in lessons.

Yours sincerely

Mr Adrian Francis

Lead inspector

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