

# Mawdesley St Peter's Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119477
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358563
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Hughes
<b>Headteacher</b>	A Currie
<b>Date of previous school inspection</b>	5 October 2006
<b>School address</b>	Hurst Green Mawdesley, Ormskirk Lancashire L40 2QT
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## Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons, observing four teachers and all classes. The inspectors held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 41 parents and carers, 44 pupils and 12 staff were scrutinised.

- Whether the progress made by pupils is sufficiently good to merit the schools' evaluation of good achievement, given the dip in standards since the last inspection.
- The effectiveness of the mixed-age classes in meeting the needs of all pupils.
- The evidence for outcomes in the Early Years Foundation Stage as being consistently good and exemplary in significant elements.

## Information about the school

Almost all pupils in this smaller-than-average, rural primary school are of White British heritage. None speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average but the number with statements of special educational needs is well above average. The proportion of pupils known to be eligible for a free school meal is well below average. The school has a number of awards, including Healthy Schools' status and the Activemark.

There has been significant staff change over the last two years, including that of the leadership of the school with the current headteacher in post since January of this year. There is independently managed pre-school provision and an independent breakfast and after-school club on site, which are subject to separate inspections and reports.

**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. It has some outstanding features. One parent, reflecting a typical view, commented that 'The school is a lovely welcoming environment where children are happy, safe and have a thirst for learning and are always being encouraged by the hardworking staff.'

Despite a dip in standards since the last inspection and significant changes in staffing, the school has moved strongly forward over the last two years. The overall effectiveness of the Early Years Foundation Stage has been improved and is now good. The recently appointed headteacher has built upon this, and areas of weaker progress within Key Stages 1 and 2 have been recovered. Attainment by the time pupils leave in Year 6 is high and learning and progress across the school are good, including for pupils with special educational needs and/or disabilities. This means that pupils' achievement is outstanding. Some weaknesses remain in standards of writing in some year groups. Teaching is good overall, with strengths in the use of mixed-age classes to meet pupils' needs. The use of questioning by teachers to get pupils to explain and extend their learning remains underdeveloped in some cases.

The good curriculum has strengths in its effective programme for personal, social and health education and in the good range of extra-curricular activities provided. Pupils' awareness of the diversity of the wider world, and their contact with it, are less advanced. The care, guidance and support provided by the school are outstanding and contribute very well to pupils' good spiritual, moral, social and cultural development.

Pupils clearly enjoy their time in school and their behaviour is good. Pupils say they feel very safe in school at all times and consider themselves highly valued. Pupils show their positive attitudes to learning and the school through their high levels of attendance. The school helps them to develop a good awareness of how to lead a healthy lifestyle. The school has a good understanding of its strengths and weaknesses but the monitoring of teaching by some subject leaders newly in post is underdeveloped. Some aspects of school improvement planning also lack detail, making evaluation of improvement actions less effective. The governing body is well informed and active in supporting and challenging the school. It has contributed to the schools' good partnership working by building up local enterprise initiatives. Safeguarding practices are good. Actions to overcome weaknesses in the schools' provision have been concerted and effective and, as such, its capacity for sustained improvement is good.

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

- Further improve the quality of teaching and learning by:

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- developing pupils' writing skills, especially sentence structure, in order that they can communicate their learning more effectively
- develop teachers' questioning skills so that they prompt pupils to explain their learning more clearly and challenge them to extend their thinking.
- Develop pupils' understanding of and contact with the diversity of the modern world.
- Further develop leadership and management by:
  - ensuring that the quality of teaching and learning is more systematically monitored by subject leaders, and
  - that school development planning is more sharply focused so that leaders and managers at all levels have a clearer understanding of what needs to be done to bring about improvement and the impact of their actions can be more effectively evaluated.

**Outcomes for individuals and groups of pupils****1**

Learning is good and enjoyable in the majority of lessons, with pupils well engaged as a result of the good teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills well. They are keen to succeed, apply themselves diligently in lessons and work at a good pace. Most pupils enter Reception with attainment in basic skills broadly typical for their age and start Year 1 with attainment above average. More accurate assessment arrangements introduced over the last year have enabled the school to track pupils' progress more effectively. Since the last inspection, a dip in standards, coinciding with staff changes, has been overcome. Relative weaknesses in science and mathematics have also been recovered. Attainment is high across the school, especially at the higher levels in mathematics and in reading. School data and lesson observation show that the large majority of pupils, including those with special educational needs and/or disabilities make good progress, given their starting points. Attainment in writing remains relatively underdeveloped in some year groups, for example, in pupils' ability to construct sentences. This limits their ability to communicate their learning effectively.

Pupils say they feel exceptionally well looked after. The school places a high priority upon developing pupils' understanding of healthy living, reflecting its awards. Pupils also make a good contribution to the daily running of the school through the effective school council and by taking on responsibilities as playground buddies and classroom helpers. Pupils' involvement in working with teachers in planning and making decisions about their learning is satisfactory but being developed. Community involvement, especially through links with the parish church, is good. Pupils' cultural development is held back by weaknesses in their experiences of other cultures. Inspectors agree with the school's evaluation that the preparation of pupils for the next stage in their learning is good, with the application of their basic skills across all areas of learning requiring further development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

There is a small amount of satisfactory teaching but most is good. In the best lessons the school uses the small size of its year groups to focus teaching within the mixed-age classes well. The use of assessment to clearly inform planning and shape lesson activities to meet the needs of pupils is a strength of the school. Teachers have good subject knowledge and use this and different teaching methods successfully to make learning relevant and interesting. The use of 'talking partners', where pupils discuss their ideas, is often well developed in these lessons. Target-setting has been introduced and is influential in raising expectations. Marking and feedback are helpful. In some lessons, especially those that are satisfactory rather than good, the use of questioning by teachers to prompt pupils to explain their learning fully is underdeveloped. As a result, there are sometimes lost opportunities for fully extending pupils' learning and sharing this with others in the class.

The curriculum provides well-organised and effective opportunities for learning. It is being further developed by a newly appointed coordinator. There is a clear focus upon key areas of literacy and numeracy. The school is currently developing approaches to learning skills in history and has plans to extend this to geography. Cross-curricular provision, including information and communication technology, is good. The teaching of French is also becoming well established, helped by a good link with the local high school. There are strengths in the provision for the arts, sport, the use of the schools' garden area and a

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good programme of extra-curricular activities. These support pupils' good personal development and well-being.

The success of the provision for care, guidance and support is seen in the good progress made by pupils and the delightfully warm and harmonious atmosphere within the school. Transition arrangements for pupils joining and leaving the school are excellent, especially with the on-site pre-school providers. Many ex-pupils also return to provide excellent support and guidance for upper Key Stage 2 pupils in moving on to the next stage of their education. Links with the breakfast and after-school club are very good. The school works very well with a wide range of agencies to support pupils in their learning, especially those whose circumstances have made them vulnerable or who have special educational needs and/or disabilities. Individual education plans reflect clear and appropriate strategies for supporting them and there are a large number and range of additional learning programmes operating within the school, supported by talented teaching assistants and other trained helpers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>1</b>

## How effective are leadership and management?

The recently appointed headteacher has a clear vision for the school and is driving improvement forward with skill and determination. He communicates this ambition well to staff, the governing body and parents and carers. Senior leaders know the school's strengths and areas for development well and new ways of working have been introduced that have clearly impacted upon improved pupil outcomes in the last two years. Some staff are only recently in posts of responsibility. As a result, the monitoring of teaching by some subject leaders is currently underdeveloped. Some written plans do not make it entirely clear what improvement is needed and, as a result, evaluation of the impact of the school's actions is not always as meaningful as it should be.

The promotion of equal opportunities is good, with gaps in pupils' performance closing rapidly but some variability in the quality of teaching remaining. Discrimination is extremely rare and, when encountered, is well dealt with. Partnership working is good, especially with nearby schools, through the local sports partnership, and growing enterprise links with local companies. As a result, community cohesion is good at school and local levels but satisfactory overall due to underdeveloped contacts with the wider world. Safeguarding procedures are good, for example, in respect of the appointment and vetting of staff. Engagement with parents and carers is good and they are especially supportive of the ethos of the school and the quality of the learning environment it

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provides. The governing body knows the strengths and areas for development in the school and provides good support and challenge.

*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>2</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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Reception class with knowledge, understanding and skills broadly typical for their age. They settle quickly and enjoy their time in the Early Years Foundation Stage because of the good care they receive.

There is a strong and suitable focus upon developing children's social, mathematical and language skills. Their learning is well recorded and data used to inform the next stages in their learning. Parents and carers are especially well informed about their children's progress through individual learning journals and extensive home–school communication. Children make good progress because of the good teaching in an environment that caters well for their needs. Behaviour is good. Children with special educational needs and/or disabilities make good progress because of the support they receive. Teachers plan a good range of activities with a good balance between those they direct and ones children choose for themselves. The outdoor learning area is somewhat limited during poor weather and the links between play and teacher-led sessions indoors are not always well followed up, especially with boys. By the time children leave they are able to work and play together well, having reached levels across all areas of learning that are above those expected for their age. Some children make accelerated progress, especially in reading. Leadership and management are good.

Staff training is up-to-date and welfare requirements are met. Safeguarding practices are good. There are good plans in place for driving further improvement.



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*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

The proportion of parents and carers returning the questionnaire was above average. Almost all of these parents and carers are happy with all aspects of the school. They consider it provides a very safe and caring environment for their children and that it is well led and managed.

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

Ofsted invited all the registered parents and carers of pupils registered at Mawdesley St Peter's Church of England 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	79	7	16	1	2	1	2
The school keeps my child safe	37	86	6	14	0	0	0	0
My school informs me about my child's progress	27	63	16	37	0	0	0	0
My child is making enough progress at this school	27	63	16	37	0	0	0	0
The teaching is good at this school	29	67	14	33	0	0	0	0
The school helps me to support my child's learning	28	65	15	35	0	0	0	0
The school helps my child to have a healthy lifestyle	25	58	18	42	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)	29	67	13	30	0	0	0	0
The school meets my child's particular needs	27	63	16	37	0	0	0	0
The school deals effectively with unacceptable behaviour	28	65	14	33	1	2	0	0
The school takes account of my suggestions and concerns	26	60	16	37	0	0	0	0
The school is led and managed effectively	32	74	11	26	0	0	0	0
Overall, I am happy with my child's experience at this school	32	74	11	26	0	0	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](http://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"><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 pupils' 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.**



12 November 2010

Dear Pupils

**Inspection of Mawdesley St Peter's Church of England Primary School,  
Ormskirk, L40 2QT**

Thank you for the warm welcome you gave me and my colleague when we inspected your school recently.

Mawdesley St Peter's is a good school. You get a good start to your learning in the Reception class and make good progress here and throughout the rest of the school because of the good teaching and range of subjects that you take. Those of you who find learning more difficult also make good progress, helped by the outstanding care, guidance and support you receive. By the time you leave the school in Year 6, the standards you reach are high. Your behaviour is good and your attendance is high. Well done!

You say you feel extremely safe, and have a good understanding of what it means to lead a healthy lifestyle. You make a good contribution to the daily life of the school by taking on various responsibilities and getting involved in the local community. The headteacher, staff and governors work hard to make your school successful. To make it an even better place to learn, I have asked them to:

- make sure teachers ask you better questions about your learning, so that you can understand it more clearly, and help you to improve your writing skills
- help you to understand the world beyond your local area and to increase your contact with it.

You can help by telling your teachers how best you learn, and letting them know if you have any problems. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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