

St John's Catholic Primary School, Burscough

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 119681 |
| Local Authority | Lancashire |
| Inspection number | 358604 |
| Inspection dates | 11–12 January 2011 |
| Reporting inspector | Clare Henderson |

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 | 96 |
| Appropriate authority | The governing body |
| Chair | Mr Mike Forshaw |
| Headteacher | Mrs Elizabeth Devey |
| Date of previous school inspection | 5 March 2008 |
| School address | Chapel Lane Lathom, Ormskirk Lancashire L40 7RA |
| Telephone number | 01704 893523 |
| Fax number | 01704 897381 |
| Email address | head@burscough.lancs.sch.uk |

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 10 lessons, taught by seven different teachers. Meetings were held with members of the governing body, staff, representatives of the local authority and pupils. Inspectors observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors reviewed the views of staff and pupils and analysed 37 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress in English and mathematics, particularly in Years 1 and 2 and for the more-able pupils.
- The quality of teaching, assessment and the curriculum and the impact they have on pupils' achievement and enjoyment of school.
- The effectiveness of leaders and managers, including the governing body, in driving improvement and the extent to which they have the capacity to improve further.

Information about the school

This school is smaller in size than other primary schools. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is above average. The majority of pupils are of White British heritage. The school has gained Healthy Schools status.

A privately run before- and after-school club is situated within the school building. This provision was subject to a separate inspection and a report about its quality 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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is a caring community which is beginning to show improvements to the pace of pupils' learning and achievement following higher than expected rates of staffing absences since the previous inspection. There are, however, strengths within the school. For instance, children make good progress in the Early Years Foundation Stage. In most lessons pupils are enthusiastic learners, their behaviour is good and rates of attendance are high. Furthermore, they adopt healthy lifestyles, say they feel safe in school and their spiritual, moral, social and cultural development is good. The school provides good care, guidance and support for all pupils with, for example, safeguarding being a priority. Good partnerships with parents and within the local community advance pupils' well-being and enjoyment of school effectively.

By the end of Year 6, pupils' attainment in English and mathematics is broadly in line with the national average and the progress they make in learning, from Years 1 to 6, is satisfactory. In lessons, relationships are good and teachers make good use of a variety of resources to make the lessons interesting. However, the consistency of teachers' planning for different abilities of pupils in classes is variable. This is because teachers do not consistently use the assessment data of how well pupils are doing to set work which is sufficiently challenging, particularly for those pupils who are more able. Helpful advice is given to pupils in class, although marking in books does not always give them a clear understanding of how to improve their work.

The curriculum makes a satisfactory contribution to pupils' progress and their personal development. It is enriched well and provides pupils with a good range of opportunities to develop their musical, sporting and artistic interests and skills effectively. However, it does not provide enough opportunities for pupils to apply and develop their literacy and numeracy skills across all the subjects they study.

Senior leaders and the governing body show a clear commitment to improving the school further. They particularly recognise the need to accelerate rates of progress in English and mathematics and further develop the role and involvement of subject leaders in school improvement. Current planning shows a clear awareness of the ways to take the school forward and, together with the improvements made recently, for instance, in the Early Years Foundation Stage provision, the school demonstrates a satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English and mathematics by ensuring that:
 - teachers effectively use assessment data to identify and address gaps in pupils' individual learning
 - teachers consistently plan and deliver lessons which challenge individual pupils, particularly the more able, to achieve their full potential
 - marking of pupils' work provides them with a clear understanding of how to improve their work
 - pupils have further opportunities to apply literacy and numeracy skills in all the subjects they study
 - the management roles of subject leaders are fully developed.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy their learning, and they usually engage well in their lessons. However, on occasions, when the introductions to lessons are over-long or when pupils are given limited opportunities to contribute themselves, they engage less well and the pace of learning slows. The work seen, in lessons and in pupil's books, shows that pupils' achievement, although satisfactory overall, is improving more rapidly in some classes. Where the quality of teaching and learning is good, pupils are making good progress. However, this good level of progress is not consistent in all year groups. Pupils with special educational needs and/or disabilities make similar progress to their peers. Boys and girls perform equally well. The pupils' achievement, together with their confidence in working collaboratively with others, means that the school is making adequate provision for their future economic well-being.

Pupils clearly enjoy school very much, and this is illustrated by their good behaviour and sensible attitudes to their work. They are polite and courteous, and they move around the school in an orderly manner. Pupils feel safe in school and have a good awareness of how to stay healthy. They eat healthy meals, and they benefit from a good range of physical exercise activities. Pupils' spiritual, moral, social and cultural development is good. They are very keen to take on the responsibilities that the school offers them, for instance, as members of the eco club or as play leaders they recognise that they are working for, and helping, each other.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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 | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| 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?

Teachers and support staff relate positively to the pupils. They create a welcoming learning environment and use an adequate range of strategies to inform the pupils, including using the interactive whiteboards well. However, all teachers do not consistently use assessment information well enough to ensure that individual pupils are all suitably challenged in the tasks given to them, especially those who are more able. Pupils receive help and support during lessons when they need advice. However, comments in pupils' books do not always provide them with clear enough guidance on how to improve their work. Pupils speak enthusiastically about the good range of outings and clubs that enhance the curriculum. They also enjoy the learning opportunities provided in the school's own pleasant grounds. They enjoy participating in lessons in French. The school has begun to develop subject links to enhance the interest and relevance of the curriculum, but there is recognition that these have not been fully developed, for example in relation to applying literacy and numeracy in other subjects. The good care, guidance and support provided for pupils contribute well to their personal well-being. Safety checks and risk assessments are routinely carried out. Outside agencies are used effectively to support pupils when a need is identified through the good management of the special educational needs coordinator. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Pupils are regularly reminded about the need to take care, for instance when using computers.

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

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| 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 | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher, supported well by the deputy headteacher, has been successful in creating a caring and happy environment for the pupils, and good care is also taken to ensure that no form of discrimination is evident in the school. The governing body is supportive of the school, and is fully involved, for example, in producing the school development plan and monitoring its implementation. They ensure that safeguarding procedures are consistently and effectively applied. There is also clearly an ambition and drive to improve. The school's self-review has been accurate in identifying strengths and areas for development. Community cohesion is satisfactory. There are strong community links both within school and locally, but, in its own evaluation, the school accepts that it is at an early stage in embracing different communities and cultures in the United Kingdom and around the world. Staffing changes mean that some subject leaders are new to their roles and there has been limited time for further training to help them ensure that all pupils achieve as well as they can. There are good working relationships with parents and carers. The school grasps every opportunity, through regular information meetings for parents and carers, homework links and the use of the school's effective website, to gauge and respond to their views. The ethos established in the school is one of promoting equality for all. This is evident in the availability of curricular enrichment for all groups of pupils. However, more-able pupils particularly do not achieve as well as they could in English and mathematics. Partnerships with others are good, particularly in promoting pupils' well-being.

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

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| 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 | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| 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 | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start in Reception, their knowledge and skills are slightly below age-related expectations. Their achievement in the Early Years Foundation Stage is good, and, by the end of the Reception Year, they reach age-related levels. Children enjoy coming to school, they learn and play well together, for example when happily role-playing in the class Post Office area. They access a good balance of activities they have chosen for themselves and those they are directed to by adults. A good range of opportunities is provided, both indoors and outdoors, which develop children's physical and creative skills well. This is despite current, though soon to be extended, limited outdoor facilities. Small numbers in the Reception Year group mean that children are taught in a class with Year 1 pupils. The older pupils help them join in play and are good role models in encouraging children to share and take turns. Planning is based around children's interests and focuses on enriching their life experiences. For instance, a walk in the local environment during the inspection extended their knowledge and understanding of their place in the local community well. Good relationships with parents and carers underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress.

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

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

Most parents and carers who responded to the inspection questionnaire are happy with all aspects of the school's work and its effectiveness. Parents and carers clearly favour St John's small family atmosphere and appreciate the good quality of relationships and care. Most agree that the school keeps children safe and that their children enjoy school. A few felt that: the school does not deal effectively with unacceptable behaviour; teaching is not good; the school does not meet their children's particular needs, or keep them safe, and that leadership and management could be better. Inspectors followed these issues up and found that the needs of all pupils are considered carefully when dealing with any behaviour issues, which are managed well. The learning needs of each child are considered satisfactorily. However, more-able pupils do not always achieve their full potential in English and mathematics. All safeguarding requirements are met well. The quality of teaching and learning and of leadership and management is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John's Catholic Primary School, Burscough 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 23 | 62 | 10 | 27 | 3 | 8 | 1 | 3 |
| The school keeps my child safe | 22 | 59 | 14 | 38 | 1 | 3 | 0 | 0 |
| My school informs me about my child's progress | 14 | 38 | 16 | 43 | 6 | 16 | 0 | 0 |
| My child is making enough progress at this school | 16 | 43 | 15 | 41 | 4 | 11 | 1 | 3 |
| The teaching is good at this school | 15 | 41 | 18 | 49 | 2 | 5 | 1 | 3 |
| The school helps me to support my child's learning | 12 | 32 | 20 | 54 | 5 | 14 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 12 | 32 | 24 | 65 | 1 | 3 | 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) | 13 | 35 | 22 | 59 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 12 | 32 | 20 | 54 | 3 | 8 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 10 | 27 | 16 | 43 | 8 | 22 | 1 | 3 |
| The school takes account of my suggestions and concerns | 12 | 32 | 16 | 43 | 6 | 16 | 2 | 5 |
| The school is led and managed effectively | 11 | 30 | 13 | 35 | 4 | 11 | 7 | 19 |
| Overall, I am happy with my child's experience at this school | 18 | 49 | 14 | 38 | 3 | 8 | 2 | 5 |

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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 January 2011

Dear Pupils

Inspection of St John's Catholic Primary School, Burscough, Ormskirk, L40 7RA

I would like to thank you for the help you gave the team when we inspected your school. We especially enjoyed chatting to some of you about the things you enjoy. St. John's is a satisfactory school. You make satisfactory progress and reach average standards in English and mathematics by the time you leave Year 6. These are some of the best things about your school.

- Reception children have lots of fun and enjoy learning while they play in the Early Years Foundation Stage.
- All adults take good care of you and you told us that you feel safe in school.
- You have a good knowledge of how to live healthily, your behaviour is good and your attendance rates are high.

To make the school even better, we have asked teachers to:

- check that each one of you is given work in lessons which will enable you to achieve as well as you can and to see that you make enough progress in each class

- make sure that they all consistently plan tasks in English and mathematics lessons which match your needs and extend your learning
- provide you with a clear understanding through marking of how to improve your work further
- make sure you have further opportunities to apply literacy and numeracy skills in all the subjects you study
- make sure that leadership roles of subject leaders are fully developed.

I hope you will all play your part by continuing to work hard and do your best to help St John's become an even better school.

Yours sincerely

Mrs Clare Henderson

Lead inspector

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