

# St Oswald's Catholic Primary School, Coppull

## Inspection report

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<b>Unique Reference Number</b>	119675
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358603
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Suzi Clipson-Boyles

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Laurence Mayne
<b>Headteacher</b>	Mr Simon Thompson
<b>Date of previous school inspection</b>	20 November 2007
<b>School address</b>	Spendmore Lane Coppull, Chorley Lancashire PR7 5DH
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and seven teachers. They also visited each of the five classrooms for three shorter observations. Meetings were held with pupils, the headteacher, teachers, members of the governing body, and a parent. A discussion was held by telephone with a representative from the local authority. Inspectors observed the school's work and looked at: policies, minutes from meetings, the school's data about pupil progress, records of incidents, and health and safety documentation. They also looked at: English, mathematics and topic books; case studies of pupils with special educational needs and/or disabilities; and photographic evidence of learning projects. The lead inspector read and analysed 65 questionnaires from pupils, 44 from parents and carers, and eight from members of staff.

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

How effectively science is taught throughout the school.

The extent to which pupils are involved in assessing their own work and how this impacts upon learning and progress.

How accurately the school assesses the progress of children in the Early Years Foundation Stage.

## Information about the school

This Catholic school is smaller than average compared to other primary schools. It is situated in a former mining village close to Chorley. There are five classes in total. Each class supports two age groups apart from Reception and Year 6, both of which are taught as single year groups. Pupils come from a range of social backgrounds and the majority are of White British heritage. The proportion of pupils known to be eligible for free school meals is just below that found nationally. The school has a low percentage of pupils with special educational needs and/or disabilities, but the percentage of those with a statement of special educational needs is three times higher than the national average. Since the last inspection, the school's awards for Basic Skills and Investors in People have been renewed. The school has also achieved Healthy School status. The school provides transport daily to after-school care at another local school.

**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 Oswald's Catholic Primary School is a good school. It is an extremely warm and welcoming community that provides outstanding care, guidance and support for its pupils and staff. As a result pupils' behaviour is excellent and they say they feel totally safe, secure and happy. The spiritual ethos is an important feature of the school and has a strong impact on the pupils. For example: over half the pupils in Key Stage 2 choose to pray for others at lunchtime during Rosary Week. Pupils speak of how highly they value their teachers and how much they enjoy their lessons. The staff work well as a cohesive team. Teachers and teaching assistants plan closely together and set high standards. This was evident from the professionally presented and colourful celebrations of pupils' work displayed around the school. Parents and carers are overwhelmingly positive about the school, saying that it is welcoming and supportive to them and their children.

Good quality teaching and an effective curriculum ensure that pupils enjoy their learning and achieve well. The tracking of pupils' progress is focused on raising standards for all groups of learners. Regular reviews of the data ensure that pupils who need additional support receive it swiftly. Pupils with special educational needs and/or disabilities make good progress. Assessment of pupils' day-to-day learning is satisfactory. There are missed opportunities for extending pupils' learning through marking and self-assessment. The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children are very well cared for. They enjoy coming to school and make satisfactory progress. Some children are prevented from making even more advanced progress because the school's lesson plans do not systematically identify specific steps to move the learning forward.

The school is well-led and managed by the headteacher and his senior leadership team. All staff constantly and accurately evaluate what they do and the effectiveness of the school's work. Targeted improvements since the previous inspection have had a strong impact, particularly on standards in mathematics, progress in Key Stage 1 and attendance. Capacity to improve is therefore good. Expectations are high and there is a collegiate approach to decision-making across the school. Pupils play an active part in school improvement and say they feel that their views are valued. Members of the governing body are supportive and play a satisfactory role in supporting the school. However, their role in evaluation and strategic planning is underdeveloped. The promotion of community cohesion is satisfactory and the school has a clear action plan to improve this aspect of its work.

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

- Improve the overall effectiveness of the Early Years Foundation Stage to good by:
  - ensuring that assessments are more accurate in all areas of learning

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- using assessments to plan what children of different abilities need to learn next
- making better use of the outdoor areas for learning
- including all of the Reception staff in a more systematic approach to evaluation and improvement planning that focuses on priorities.
- Make better use of assessment to support learning by:
  - providing time for pupils to act on the guidance provided by teachers' marking
  - providing opportunities for pupils to review their own work in order to identify the next steps for improvement.
- Ensure that all members of the governing body have a clear understanding of the strategic links between evaluation of the school's effectiveness and improvement planning.

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

Inspectors observed extremely positive attitudes to learning and good progress in classrooms. All groups of learners in Key Stages 1 and 2 clearly enjoy and achieve well at St Oswald's. Excellent behaviour was seen consistently throughout the inspection, with no disruption to lessons. Pupils settled quickly to their tasks and were always keen to participate. They worked equally well in pairs or groups as they did on their own, showing great maturity and self-discipline. Pupils with a range of different types of special educational need and/or disability were observed learning well as a result of the good support provided by the school. Children starting school reflect the usual range of ability levels, but almost half are at levels below those expected for their age. They make a satisfactory start in Reception then progress starts to increase so that by the end of Year 6 test results in English and mathematics are above national levels. Standards in mathematics are particularly strong throughout the school. Inspectors' discussions with groups of pupils revealed a good understanding of health issues and how to stay safe. Pupils are very proud of their contribution to the school community. The school council plays a very active part in making decisions to improve the school. Pupils' spiritual, moral, social and cultural development is good, although the cultural dimension is not as strong as the rest because opportunities to learn about other cultures in the United Kingdom are in the early stages of development. Despite this, relationships between different ethnic groups within school are strong and positive. There have been no racist incidents for over a year. Incidents of bullying are extremely rare. Every pupil who completed a questionnaire for Ofsted said that they feel safe in school and this was confirmed during discussions with different groups.

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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>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>1</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>	2
<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?

Pupils make good academic progress because of the good teaching and stimulating curriculum. Teachers provide interesting contexts for learning that captivate the interest of pupils and ensure high levels of motivation. They plan thoroughly and provide high quality resources that help the pupils learn effectively. Teaching assistants work well to support the learning of specific groups, although sometimes they do not allow enough opportunities for pupils to learn independent skills. Teachers provide high levels of academic challenge for pupils, but when they spend too long talking to the whole class at the same level, some pupils lose interest, particularly those who are further behind with their learning. Teachers mark work in books regularly and comprehensively, but pupils very rarely have the time to read what has been written. Similarly, they do not practise points that have been corrected or set targets for their next piece of work. Pupils do not have sufficient opportunities to assess their own or each other's work in order to identify the next steps for improvement.

The creative approach to the curriculum inspires pupils to learn well and makes good links between different subjects. It is enriched with visits and visitors that help deepen the learning. For example: history was brought to life for Years 3 and 4 by a drama session involving clothes from different eras. The curriculum is adapted well for pupils with special educational needs and/or disabilities. Science is well taught throughout the school, with

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good emphasis on practical investigation. The displays around school of pupils' work, especially in art, reflect a rich curriculum that pupils clearly enjoy.

The outstanding care, guidance and support make a direct contribution to pupils' excellent behaviour and their above average attendance. Relationships in the classrooms are extremely strong and supportive. Teachers adopt a good balance between firm expectation, humour and kindness. The school provides a reasonable choice of after-school activities within the limits of a school of this size. The choir were singing impressively during the inspection and pupils were quite rightly proud of their performance.

*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	3
<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 headteacher leads with a committed determination to secure the best care for all pupils and a consistently good education. He and the senior leadership team set high standards for the rest of the staff so that the effective drive for improvement has been consistent since the previous inspection throughout the school. As a result outcomes for pupils are good and some are outstanding. The school's comparatively small size enables good communication between staff. Consequently, leaders and managers at all levels are clear about improvements required and actions that have been effective. Some aspects of self-evaluation are not as systematic as they might be. As a result there are too many actions on the school improvement plan. Teaching is monitored well to ensure that it is leading to effective learning. Appropriate actions are taken to improve the quality of individual teaching when required. Target-setting is challenging and pupil progress is reviewed regularly to ensure that those who are not on track can be helped further. All pupils have equality of opportunity to succeed, although in the Early Years Foundation Stage there are some missed opportunities to do even better. Discrimination is guarded against vigilantly at all levels. Safeguarding procedures are effective in ensuring that pupils feel safe and are safe. Members of the governing body are extremely supportive of the school and ask searching questions about the information they are given. However, they are not sufficiently involved in evaluating the work of the school so their awareness of strategic improvements is limited. The school promotes community cohesion to a satisfactory level and has appropriate plans in place to improve this aspect of its work further during the coming year, in particular providing opportunities for pupils to meet and learn about those in other communities in the United Kingdom.

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*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>3</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**

The Reception team, a teacher and two teaching assistants, work effectively to provide a secure and happy environment. This is evident by the way children behave well, are keen to learn and thoroughly enjoy coming to school. The well-organised classroom is colourful and stimulating. The teacher is particularly skilled at creating 'magical' experiences, which the children enjoy. For example, there were many spiders lurking during the inspection. However, the planning of these engaging activities is not consistently based on sharp assessment of what different groups of children have learned and need to learn. As a result children make satisfactory rather than good progress across most areas of learning. The development of their personal and social skills is good. Children follow instructions well and are kind and cooperative with each other. During too many activities children are overly directed by adults, so some children are not developing independent skills sufficiently. On occasion, the choices for children are limited to standard resources. There are missed opportunities for promoting effective independent learning opportunities that link to the main topic. The outdoor area is used at specific times of the day. Sometimes this is very effective. Growing potatoes and sunflowers led to immense fascination and useful learning, such as measuring and the science of plants. The lack of larger play equipment means that opportunities for some aspects of physical development are limited. Leadership and management of the Early Years Foundation Stage is the responsibility of a member of the senior management team rather than the class teacher. All aspects of the statutory welfare requirements are met and satisfactory information is provided for parents and carers. Some aspects of evaluation do not involve the Reception team. Improvement planning is not sufficiently focused on the most important priorities.



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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Responses from parents and carers were overwhelmingly positive. Many parents and carers added comments to their questionnaires expressing examples of the school's good work. In particular they commented on how welcoming the school is, how much their children enjoy attending and how well supported they feel as parents and carers. These views reflected accurately the welcoming atmosphere and sense of community experienced by inspectors. Several parents gave striking examples of how well their children have been supported in special circumstances, such as following a transfer or following the identification of an individual need. Three negative comments relating to a lack of community spirit, insufficient homework and too few after-school clubs were considered carefully by inspectors who formed a different view due to a significant amount of evidence to the contrary. The school provides a reasonable number of after-school clubs given the small number of staff. However, this issue was discussed with the headteacher and chair of governors so that other options might be investigated.

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

Ofsted invited all the registered parents and carers of pupils registered at St Oswald's Catholic Primary School, Coppull 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	75	10	23	0	0	0	0
The school keeps my child safe	32	73	10	23	0	0	0	0
My school informs me about my child's progress	22	50	19	43	0	0	0	0
My child is making enough progress at this school	27	61	16	36	0	0	0	0
The teaching is good at this school	33	75	10	23	0	0	0	0
The school helps me to support my child's learning	27	61	16	36	0	0	0	0
The school helps my child to have a healthy lifestyle	25	57	17	39	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)	26	59	15	34	0	0	0	0
The school meets my child's particular needs	30	68	11	25	0	0	0	0
The school deals effectively with unacceptable behaviour	25	57	15	34	0	0	0	0
The school takes account of my suggestions and concerns	24	55	16	36	0	0	1	2
The school is led and managed effectively	28	64	13	30	1	2	1	2
Overall, I am happy with my child's experience at this school	32	73	10	23	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.**



21 October 2010

Dear Pupils

**Inspection of St Oswald's Catholic Primary School, Coppull, Chorley PR7 5DH**

Thank you very much for making us so welcome when we inspected your school recently. We were extremely impressed with your excellent behaviour, especially during wet-playtime! You were helpful, keen to talk with us and kind in the way you showed us round. You enjoy your learning and also work very well with each other.

We have judged that St Oswald's is a good school. The care, guidance and support that you receive are outstanding. This means that you feel extremely safe and happy. We believe that is very important. You make good progress in your work, and we were especially pleased to see how much you have improved at numeracy since the last inspection. Your teachers help you to learn well because they make the lessons fun. They expect a lot from you and that helps you to learn more and more every day. We have asked them to give you longer working on your own sometimes rather than talking to you for too long. You enjoy your creative curriculum and we were pleased to see that you do lots of art and drama. There are three things that we have asked your headteacher to work on with the teachers. We believe that these will help the school to become even better.

- Plan ways to help the children in Reception learn even more.
- Use your teachers' assessments, and sometimes assess work yourselves, so that you can improve your work in more detail each day.

Involve the governors more in deciding what is needed to improve the school each year.

All the adults in your school work hard to make sure you have a good school where you enjoy learning and achieve well. They are a great team! We hope that you will play your part by continuing to work hard. Remember to read what the teachers have written in your books so that you can make the next piece of work even better.

Yours sincerely

Dr Suzi Clipson-Boyles

Lead inspector

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