

# Burscough Bridge St John's Church of England Primary School

School Lane, Burscough, Ormskirk, Lancashire, L40 4AE

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Throughout the school, the pace of pupils' progress has increased since the previous inspection. Attainment has improved rapidly and is now securely above average and pupils achieve well.
- Teaching quality is consistently good and some is outstanding.
- Pupils' behaviour and attitudes to learning are outstanding. Attendance is well above average. Pupils feel very safe in school.
- Good leadership and management raise expectations of how good the school can be, motivate staff and provide clear direction for continued improvement.
- Children in the Early Years Foundation Stage get off to a good start.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to make the school's overall effectiveness outstanding. There are some inconsistencies in its quality.
- Pupils' achievement in writing is not as good as it could be.

## Information about this inspection

- Inspectors observed 14 lessons and parts of lessons.
- Meetings were held with staff, pupils and members of the governing body.
- In addition, inspectors took account of 48 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school's work. They looked at national assessment data and the school's own assessments. Other documentation seen included the school's self-evaluation of its work, local authority reports, curriculum information, samples of pupils' work and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school in which almost all pupils are White British.
- The proportion of pupils supported by the pupil premium is very small.
- A below average proportion of pupils is supported by school action.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school care is available. This is run by a management committee and receives a separate report which is published on the Ofsted website.

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

- Raise the quality of teaching to outstanding by consistently using the best practice already in the school as a model for all lessons.
- Improve standards in writing further by planning more opportunities for pupils to practise their writing skills across all subjects and for different purposes.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are broadly typical for their age. They make good progress in the Reception class because of the exciting activities planned for them and teaching that is good and, at times, outstanding.
- By the end of the Reception Year almost all children work securely within expected levels for their age in all that they do and a significant number are more advanced.
- Good progress continues in Years 1 and 2. Attainment at the end of Year 2 has been above average over the past three years. Pupils achieve well because they are keen to learn. They particularly enjoy reading and tackle new books confidently because of good teaching of letters and sounds.
- Attainment at the end of Year 6 was average in the most recent national tests. Nevertheless, that result represents good achievement for that group, from below average starting points, when they entered Year 3. Currently, pupils' work and school assessments indicate that progress throughout Key Stage 2 has increased rapidly since the previous inspection. Standards in Year 6 in English and mathematics are above expectations. Assessments of pupils' progress in other classes indicate that they are on track to continue that good achievement. Despite the good overall picture, there is potential for pupils to improve further the quality and range of their writing
- Disabled pupils and those with special educational needs do as well as others given their particular starting points. They are helped to achieve well in lessons by skilful, designated teaching assistants who are sensitive to pupils' individual needs. The teaching they receive and the progress they make are closely checked by the headteacher to ensure good step-by-step progress.
- The school previously identified that girls did better in reading and writing than boys. There has been a successful focus on closing this gap over the past year. Reading is promoted very strongly in the school through lively displays about authors and the books they write, as well as pupils' achievements in their own reading. More opportunities for pupils to write in different ways are bringing about securely rising standards.

### The quality of teaching is good

- Pupils' good learning is a result of excellent relationships in classes, and way teachers make the best use of their classrooms to make them exciting places for pupils to learn.
- Lesson planning is consistently good. Activities are matched closely to pupils' needs and abilities. A good variety of methods and resources are used to keep pupils interested and 'on their toes'. Pupils enjoy the opportunities they have to share their work and test their ideas on partners.
- New technology is used particularly well to help pupils learn. Teachers are skilled with electronic whiteboards and laptops feature strongly in many lessons.
- A significant improvement is the way in which teachers assess pupils' progress and use information to move learning on. A particularly good example was how a teacher re-set a pupil's work to make it more challenging because of the understanding that the pupil showed during questioning in the lesson. This demonstrates the importance that teachers place on every pupil making the best possible progress. Teachers mark pupils' work consistently well and pupils find it helpful in showing them how to improve.
- In the outstanding lessons, the common features are: the way in which pupils are fully involved from the moment the lesson begins, teachers show pupils very clearly what is to be learned and how pupils are to go about achieving their goals and expectations are very high but realistic for all abilities.
- Pupils are encouraged to think things out for themselves. For example, in the Reception Year,

children's imaginations were fired up by a story about 'Stick Men', which led them to explore further what uses a stick could be put to. They built stick dens and whittled stick tools. In Year 6, after learning about 'median', 'mean' and 'mode' pupils set about solving problems with the understanding that they did not rely on the teacher, but had to check their own progress by referring to lesson objectives and information about how to succeed.

- Some inconsistencies are apparent, however. For example, sometimes opportunities to promote literacy through different subjects are missed. Pupils occasionally listen to the teacher for too long and are not fully involved in learning. More generally, there is scope for teachers to share their best practice more regularly with one another.

### **The behaviour and safety of pupils** are outstanding

- Pupils' excellent attendance is a clear indication of how much they enjoy school. Attitudes to learning are exceptionally positive. Pupils are fully attentive in lessons and very keen to 'have a go' because they know that their contributions to lessons are valued. Pupils thrive in the 'can do' ethos of the school and are very supportive of one another.
- Pupils' spiritual, moral, social and cultural development is excellent. They are extremely tolerant of others' differences and their needs. For example, they show very good initiative when led by the school council to raise funds for a community in Paraguay. Pupils share an excellent sense of 'fair play', in keeping with the school's values. They are invariably polite and well mannered, and are very mature in the way they adjust their outstanding behaviour to different situations throughout the school day by showing proper respect and reverence during assemblies, for example, or enjoying the social chat sensibly at the dining table.
- Pupils feel entirely safe in school. They are confident, as are their parents, that the adults in school take very good care of them. They understand the various forms that bullying can take and how to protect themselves from potential dangers outside school. Although they admit to the occasional 'fallings out', pupils are adamant that they are soon resolved. Incidents of bullying and name-calling, they say, are very rare. This view is supported by a very large majority of parents, as well as the school's records of any incidents.
- Pupils make an excellent contribution to the everyday life of the school. The school council, for example, gives all pupils a voice in school matters. Pupils willingly take on the jobs of play leaders, dinner helpers, team captains or eco-club members who do sterling work in keeping the school pond and surrounding areas clean and tidy. Pupils are proud of their school and extremely well prepared to move on to the next stage of their education when they leave.

### **The leadership and management** are good

- Since the previous inspection, leaders and managers have worked with great determination and success to improve the school.
- The headteacher and governing body have worked effectively with staff to create a clearly shared view of how successful the school can be. All staff are fully committed to improvement and are held accountable for that ambition to be achieved.
- The school has worked effectively with the local authority and has benefitted from the consultancy, training and practical support provided. This has significantly improved pupils' achievement, the quality of teaching, the effectiveness of management, and the role and impact of the governing body. As a result, the school has the ability to carry on improving further.
- The management of teaching is very effective. Successful appointments have improved teaching quality and new teachers have settled very well to the school's way of doing things and its high expectations.
- Teaching and learning are checked regularly by senior leaders and the honest evaluations are shared with teachers so that they know how to improve on what they do. Training for teachers

to improve their teaching skills is based on whole-school needs, as well as individual teacher's performance in the classroom. Monitoring, and subsequent targets for teachers are guided by the high expectations set out in the 'Teachers' Standards'.

■ **The governance of the school:**

- The governing body works effectively with the school and makes a significant contribution to planning for its future. It provides strong support and equally rigorous challenge for the headteacher and holds the school to account for the quality of teaching and the standards that pupils achieve. Governors know the school well and are acutely aware of its importance to the community. They support staff in different aspects of their work and have a clear understanding of what works well and what could be better. Although pupil premium funding is relatively small the governing body is watchful over how it is spent and ensures that it provides the additional teaching and resources needed to give every pupil an equal opportunity to achieve their best. Safeguarding procedures meet all government requirements. Relevant training for staff and governors is up to date and policies are reviewed on a regular basis to make sure that they are understood and continue to address safeguarding needs.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119376
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	401837

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Neilson
<b>Headteacher</b>	Karen Cartwright
<b>Date of previous school inspection</b>	29 March 2010
<b>Telephone number</b>	01704 893323
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