

The Blessed Sacrament Catholic Primary School

Farrington Lane, Ribbleson, Preston, Lancashire, PR2 6LX

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From very low starting points all pupils make good progress and achieve well.
- Senior leaders have worked relentlessly to improve the quality of teaching. As a result, teaching is now consistently good and some is outstanding.
- Teachers' subject knowledge is good and has improved sufficiently to eradicate, over time, underachievement in mathematics and writing.
- Teachers have high expectations of pupils and plan lessons which are interesting and fun.
- Pupils feel safe at school and standards of behaviour are good. They contribute in many ways to making the school a happy place for everyone, for example as members of the school council.
- The school has worked hard to improve attendance at the school. As a result of a concerted approach rates of attendance have improved.
- Parents are overwhelmingly positive about all aspects of the school's work. One typical comment from a parent highlights this sentiment: 'Dedication to children cannot be taught; it comes from within and it's something that I see in every member of staff.'
- The school is well led and managed. Senior leaders have high aspirations for the achievement of all pupils, and a clear focus for continuous improvement is shared by all staff and governors.

It is not yet an outstanding school because

- Overall, teaching across the school is not consistently outstanding. Teachers do not always question pupils in sufficient depth and new learning is not always modelled effectively to help pupils grasp new concepts more easily.
- Targets in the school development plan and those set for subject leaders are not consistently clear, precise and measurable to give a clear picture of how well the school is doing.

Information about this inspection

- Inspectors observed 18 lessons, two of which were joint observations with the headteacher and assistant headteacher. In addition, inspectors also made a number of short visits to lessons. They listened to pupils read in Years 1, 2, 5 and 6. Pupils' books were also scrutinised.
- Meetings were held with pupils, members of the governing body, senior leaders and subject coordinators. The lead inspector had a discussion on the telephone with a representative of the local authority.
- Inspectors took account of 16 responses to the online questionnaire (Parent View). They also talked with parents to hear their views about the school. The views of 36 staff who completed questionnaires were also considered.
- Inspectors observed the school's work and examined a number of documents including the school's self-evaluation form, the school development plan, monitoring files, minutes from governors' meetings and records relating to behaviour, attendance and safeguarding. They also looked at information that the school keeps on pupils' progress and achievement.
- The inspection team also observed pupils at the start of the school day and at morning play.

Inspection team

Sheila Iwaskow, Lead inspector	Additional Inspector
Stephen Docking	Additional Inspector
Sheila O'Keefe	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care and those from service families, is above the national average.
- The proportion of pupils with special educational needs supported at school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- Pupils are predominately of White British heritage.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has gained the following awards: Basic Skills Quality Mark, The Step Into Quality Award – Early Years Foundation Stage, and it has achieved Healthy School status.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in the school to accelerate pupils' progress and attainment further by:
 - developing further teachers' questioning skills so that it helps to deepen pupils' understanding and drive their learning forward
 - developing teachers' skills in modelling new learning to help pupils to grasp new concepts more easily, for example by providing better explanations.
- Develop further the leadership and management of the school by:
 - ensuring that the targets set out in the school development plan and those set for subjects are consistently clear, precise and measurable to give the school a clear overview of how well it is doing.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are well below those typically expected for their age. Language and social skills are particularly poor on entry to the Early Years Foundation Stage. As a result of high-quality teaching, a stimulating learning environment and a wide range of exciting activities children leave the Early Years Foundation Stage with skills that are just below national age-related expectations.
- Progress in reading at Key Stage 1 is good, with those achieving the higher levels now broadly in line with the national average. Current published data show that progress in mathematics and writing at Key Stage 1 is slower. The school has very quickly identified this underachievement and acted in a timely manner to address it. Pupils in the current Year 2 are now securely on track to achieve well in both writing and mathematics. The work in pupils' books also confirms that pupils are making good progress in both these subjects.
- Good progress continues at Key Stage 2 for both reading and writing and pupils achieve well from their starting points. Progress in writing is particularly strong, with the number of those making more than expected progress being well above the national average.
- Pupils' progress in mathematics is not quite as strong, with those making more than expected progress below the national average. Again the school has acted promptly by closely monitoring the quality of teaching in mathematics and increasing teachers' subject knowledge. As a result, this issue has now been successfully addressed. The school's current tracking system shows that by July 2013 pupils achieving the higher levels in mathematics are on track to have increased significantly.
- The teaching of phonics (the sounds that letters make) is a real strength of the school. Such effective practice provides pupils with the skills to sound out unknown words which will help develop their proficiency in reading. Most pupils enjoy reading. They read regularly with their teachers and at home. The books that pupils read are closely monitored by teachers, particularly at Key Stage 1.
- Disabled pupils and those with special educational needs make good progress and achieve well compared to their peers nationally. This is due to timely intervention and high-quality care, guidance and support from teachers and teaching assistants.
- In 2012 pupils who are supported by the pupil premium funding did not perform as well as others within the school in English and mathematics. To address this issue pupil premium funding has been used to provide booster classes, additional staff and resources. As a result, the gap is closing rapidly. Data for the current Year 6 show that those supported by the pupil premium are performing broadly in line with their classmates in English and mathematics, which clearly demonstrates the school's commitment to equal opportunities for all pupils.
- Parents are in full agreement that their children achieve well at this school.

The quality of teaching is good

- Schools records clearly show that senior leaders judge the quality of teaching now to be consistently good with some being outstanding. Inspectors are in full agreement.
- The learning environment is bright and attractive and supports good teaching and learning. Displays clearly show the breadth and depth of the curriculum that is being delivered to pupils in the school.
- Teachers have good subject knowledge and all staff share warm and respectful relationships with pupils. A typical comment from a pupil, 'Our teachers are understanding and make learning fun', clearly highlights this good relationship.
- Teaching assistants are well deployed and work well with teachers to ensure that all pupils are well supported.

- In lessons where teaching is strongest, high-quality questioning effectively deepens pupils' understanding and drives their learning forward at a quicker pace. In addition, new learning is well modelled, with teachers providing pupils with clear explanations to help develop their understanding. However, this is not yet consistent practice across the school.
- Lessons are well planned, pupils' progress is closely monitored during lessons and activities are matched to the varying needs and abilities of those in the class. Activities provided are found to be fun by the pupils and stimulate their enthusiasm for learning. For example, younger children develop their problem-solving skills as they try to work out the different ways of moving a bucket of water without spilling it. Others giggle with delight as they run around in the fresh air holding up containers to try and catch drips of water cascading down from the school roof. Older pupils thoroughly enjoy a physical education lesson where they practise their fielding skills and learn to work cooperatively as part of a team.
- The quality of marking is good. Pupils are aware of their targets and helpful comments in work books support pupils in moving their learning forward.
- Homework is age-appropriate and parents very much appreciate that it is tailored to meet the individual needs of pupils.

The behaviour and safety of pupils are good

- Pupils feel safe at school. They are polite, well-mannered and keen to learn. Visitors to the school are made to feel very welcome.
- Inspectors observed good behaviour in the playground and were very impressed by the way pupils moved around the school in a calm and orderly manner.
- Behaviour in the classroom is similarly good. However, very occasionally, low-level disruption occurs when pupils are not fully engaged. Discussions with pupils show that they understand the standard of behaviour that the school expects of them.
- Pupils are very aware of bullying and the many different forms that it can take. Pupils state that bullying rarely occurs and, if it does, they are confident it would be dealt with effectively by teachers and teaching assistants.
- Pupils are keen to take on responsibilities within the school: for example, as members of the school council they were instrumental in sending letters to the local council to have the speed limit around the school reduced to 20 miles per hour. They are currently trying to have speed bumps put onto the road to slow the traffic down even further. Such positive action helps to protect pupils and families in the local area.
- Much has been done to improve attendance since the last inspection through home visits for poor attenders and effective use of the school's family support worker. As a result, current data show that attendance is now in line with the national average.

The leadership and management are good

- The headteacher and assistant headteachers are effective leaders who drive improvements forward energetically. They work very well together as a team and have an accurate view of the strengths and weaknesses of the school.
- Staff are proud to work at the school, are aware of what the school is trying to achieve and agree that the school is well led and managed. A member of staff commented to inspectors, 'Working at this school has reawakened my passion for education.'
- Seniors leaders strive hard for continuous improvement and have worked tirelessly to eradicate weaker teaching in the school, especially in writing and mathematics. By providing a wide range of ongoing training and support and by checking the quality of teachers' work, progress and attainment in both writing and mathematics are improving. Teachers' pay rises are linked to the progress of the pupils in their class.
- The school development plan is clearly focused on improving the progress and attainment of all pupils in the school. However, the targets set are not always precise and measurable to show

clearly how well the school is improving. Similarly, at times, targets set for subject leaders lack the same precision.

- Pupils' progress is closely monitored. Teachers meet on a regular basis with senior leaders and any underachievement is very quickly identified and targeted through high-quality support and intervention.
- A good range of after-school clubs, trips and visitors to the school are provided to enrich the curriculum. For example, pupils enjoy visits to a local safari park, museums and farms. An Olympic torch bearer has also visited the school to share their experience of the Olympic Games with pupils. Such positive experiences successfully promote pupils' spiritual, moral, social and cultural development.
- Although pupils at the school are mainly of White British heritage, the school takes care to ensure that they are aware of the diversity of the world in which they live. For example, pupils learn about other cultures and religions by visiting mosques, dressing up in traditional Islamic costumes and tasting food from Asia and Africa.
- The local authority provides 'light touch' support to this 'good' school and uses the Early Years Foundation Stage as an exemplar of good practice.
- Safeguarding arrangements and the school website meet requirements.
- **The governance of the school:**
 - Governors are knowledgeable and highly committed to further improvements within the school. They are very supportive of the leadership team and offer support and challenge in equal measure. Governors have a secure understanding of the quality of teaching and the progress and attainment of all groups of pupils within the school, including those who are in receipt of pupil premium funding. They set the headteacher challenging targets and contribute to managing staff performance and pay, ensuring that everyone is held to account for pupils' progress. Attending regular and relevant training ensures that governors are well equipped to fulfil their roles and responsibilities. They take an active part in school life and each governor has a curriculum area of responsibility. The budget is well managed and governors carry out their statutory duties effectively.

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

Unique reference number	119604
Local authority	Lancashire
Inspection number	413007

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	423
Appropriate authority	The governing body
Chair	A Spencer
Headteacher	J Butterworth
Date of previous school inspection	6 July 2010
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