

St Catharine's CofE Primary School

Scholefield Lane, Scholes, Wigan, Lancashire, WN1 3LP

Inspection dates 24-25 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough pupils make consistently good progress in reading, writing or mathematics in Key Stage 1 or Key Stage 2.
- Recently introduced initiatives are beginning to lead to higher standards, especially in reading, but these have not yet had sufficient time to impact on all year groups.
- There is not enough good or outstanding teaching to make sure that all pupils achieve well across the school.
- Teachers do not always set work at the right level or adjust tasks during lessons where pupils are finding them too easy or too difficult.
- Although pupils have individual targets for improvement, they do not use or refer to these during lessons.
- Teachers do not always make clear in their marking how pupils can improve their work, or make sure that pupils respond to the advice given.
- Leaders' monitoring of the school's performance, particularly of teaching, has not been rigorous enough. Those leaders who are new to their posts have not yet had sufficient time to focus fully on what needs to be done to improve teaching.

The school has the following strengths

- Children get off to a good start in the Reception class and make good progress.
- Pupils make good progress in reading, which is strongly encouraged across the school.
- Support staff provide valuable additional help for pupils who are in danger of falling behind.
- All staff place a high emphasis on making sure that all pupils are very well cared for. As a result, pupils feel safe and happy at school.
- Pupils behave well in lessons and around school. They are respectful and show good manners.
- The new headteacher and deputy headteacher are leading changes in the school which are bringing about improvements to the quality of teaching and rates of progress, especially in reading and mathematics.
- The school works successfully to ensure that pupils' spiritual, moral, social and cultural development is good.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 14 lessons or parts of lessons, two of which were jointly observed with the headteacher.
- Discussions were held with pupils, teachers, the headteacher, governors and a representative from the local authority.
- Inspectors took account of recent surveys of parents' views collected by the school and comments made in the school visitor book. They also spoke informally to parents as they brought their children to school. There were not enough responses to Parent View, the online website, to take account of.
- Questionnaires from 17 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Stephen Helm

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools.
- Most pupils are White British and speak English fluently.
- The proportion of pupils supported by the pupil premium is above average. At this school, this additional funding applies to pupils who are known to be eligible for free school meals and those in local authority care.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is also above average.
- A breakfast club is provided by the school and managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Governors have recently appointed several new leaders including the headteacher, deputy headteacher, and English coordinator.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by making sure that all teachers:
 - set work at the right level for pupils of different abilities
 - regularly check the progress of pupils during lessons and adjust tasks accordingly to maximise learning
 - refer to and use pupils' individual targets to help them reach the next level
 - provide clear guidance to pupils through marking about how to improve their work and check that pupils respond to and follow this advice.
- Improve the effectiveness of leadership and management by making sure that all leaders:
 - carry out regular and rigorous checks on the quality of teaching to ensure that the features outlined above are consistently applied, in order to improve teaching and accelerate rates of progress for all groups of pupils.

Inspection judgements

The achievement of pupils

requires improvement

- The progress of pupils in Key Stage 1 requires improvement because pupils do not build on the good progress made in Reception class. Attainment is stubbornly below average in all subjects, although there are signs of some recent improvement in 2013, especially in writing and mathematics.
- While attainment at the end of Key Stage 2 is usually average, progress is variable in different subjects and, in recent years, not enough pupils have made good progress in writing and mathematics from the levels they were working at in Year 2. Following a dip in attainment in 2012, standards are now rising. The unvalidated results in 2013, together with the school's own data for current year groups and the work in pupils' books, show that improvements are set to continue.
- Children join Reception class with skills and knowledge which are much lower than those typical for their age, especially in reading and writing. They make good progress because they are taught well and given a wide range of activities to help them develop their early skills. By the time they start Year 1, their skills and knowledge are broadly average in their personal, social and mathematical development, but still below average in their reading and writing.
- Reading is taught well from the outset and pupils make good progress from their low starting points. The recently introduced scheme for teaching letters and sounds is having a good impact on standards in reading and writing. Younger pupils use their skills to break down tricky words. Older pupils are given opportunities to read regularly at school and teachers strongly promote good reading habits. For example, during the inspection, Year 6 pupils visited the local library and became members.
- Disabled pupils and those who have special educational needs make similar progress to others in the school. They receive additional support in lessons and one-to-one support for their individual needs. This helps them to keep up with their classmates, demonstrating the school's suitable promotion of equality of opportunity.
- The numbers of pupils reaching the higher levels increased in 2013 in Key Stage 2 in writing and mathematics, but overall, more-able pupils make expected progress rather than good progress. This is because the work they are given in lessons does not help them to reach the levels of which they are capable.
- The pupil premium funding is used to provide additional adult time in lessons, extra equipment and a key worker who oversees pupils' well-being. This support has led to those eligible making the same rates of progress as other pupils in their class. The school's own information shows that the attainment of different groups is similar in most classes in all subjects. Overall the gaps in achievement between pupil premium pupils and others in the school are closing. There is less than one term's difference between the two groups.

The quality of teaching

requires improvement

- Teaching is not consistent. Some lessons are good but in too many, work is not set at the right level for pupils and this hinders their progress. Some pupils find the tasks set too hard, particularly those who have special educational needs, while others find them too easy, for example, the more-able pupils. Some teachers do not check on this during the lesson or re-shape and adjust tasks as needed.
- Pupils have individual learning targets to help them reach the next level in their literacy and numeracy but these are not known or understood by the pupils or referred to and used during lessons.
- Teachers mark pupils' work regularly and some provide comments on what pupils have done well. Little advice is provided to tell pupils how to improve their work further or, where comments have been made, teachers fail to check that pupils have acted upon the advice given.

- Where teaching is good, pupils are very clear about what they must do and teachers pick up on individual errors and move learning to the next step. For example, in an Early Years mathematics lesson, the teacher used skilful questions to make children think about number order and self-check and correct their work. The task was re-adjusted for children who demonstrated they could count beyond 20, to focus upon rapid progress and allow children to work at a higher level.
- Relationships in lessons are good. Teachers value the contribution that pupils make and provide regular opportunities for them to work in groups or with partners. As a result, pupils are keen to learn. Additional equipment is used well to support learning, for example, the use of computers to help pupils with their reading skills.
- Children in the Reception class get off to a good start because they are taught well and given a wide range of activities to help them develop their early skills. Good use is made of the indoor and outdoor spaces. Adults work together well as a team and provide the right level of help so that children make good progress.
- Additional adults are used well to help small groups or individuals during lessons. This provides valuable support, particularly for those who have special educational needs, and allows those who are at risk of falling behind to keep up.

The behaviour and safety of pupils are good

- Pupils have good attitudes to their learning and this is helping them make progress. They want to do well and take part in lessons, even where teaching is less stimulating and exciting. They behave well in lessons and around school and are polite and well mannered.
- Pupils say that behaviour is good. They enjoy school and feel safe because they are well cared for. That view is supported by parents spoken to or who completed a school survey.
- Pupils have a good understanding of the various forms of bullying. Those spoken to say that bullying does not occur in their school. They also feel confident that if they go to the key worker or staff member with a problem, it is quickly sorted out.
- There have been very few episodes of poor behaviour over recent years, as shown by the records kept by the school. Where incidents do occur, actions are taken and lead to quick resolution, and records show that the behaviour of these individuals has improved considerably.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Key values are displayed and reinforced to promote a caring and harmonious atmosphere. Pupils have a good understanding of right and wrong and appreciate the differences between their own beliefs and cultures and those of others.
- The breakfast club provides a good start to the day for pupils who attend. The additional care and attention pupils receive ensures that they are calm and ready to learn when they go to their lessons.
- Attendance is below average but improving strongly due to the systems in place and actions taken by leaders.

The leadership and management requires improvement

- The school's own evaluation on how well it is doing is overly-generous as leaders have not taken account of the inconsistencies in teaching quality and the uneven rates of progress in different subjects over time.
- In a short period of time, new leaders have accurately assessed where improvements are needed and have generated whole-school action plans to raise achievement and support teaching and learning. This is leading to higher attainment across the school in all subjects and more rapid progress, especially in reading.
- Leaders carry out checks on the quality of teaching but these have not been frequent enough or involved all leaders. Information gathered has not always been sharply enough focused on the

progress made by different groups of pupils during lessons or over time, in order to ensure that teaching is consistently good.

- Annual targets are set for teachers and are linked to the school's improvement priorities. Leaders review these targets and only agree pay increases where there is evidence that the targets have been met.
- Regular training and development take place for all staff and this is helping to raise the quality of teaching. Leaders within the school also support colleagues in order to help them develop their practice.
- Exciting projects capture pupils' imaginations and provide chances for them to further develop their basic skills. Termly enrichment days, to which parents are also invited, offer fun activities and chances to explore and learn in a different way. Themes include 'investigations, inventions and inspirations'. Visits, visitors and clubs also provide memorable experiences for pupils. Leaders are also using the additional government sports funding to provide additional gymnastic and dance lessons to further improve pupils' physical development.
- The school fosters good relationships with parents, especially when their children start school. It provides workshops to help parents support their children at home, for example, hearing them read.
- The local authority has an accurate view of the school and has provided good links with other schools to help support leaders and teachers.
- **The governance of the school:**
 - The governing body is strongly committed to its role and provides appropriate levels of challenge and support. It has a good awareness of the strengths within the school and areas for improvement. Members visit school regularly for events and to meet with leaders and staff. They understand how well the school is doing compared to other schools nationally, using the information provided by leaders and also by checking documents such as 'data dashboard'. They set targets for the headteacher and review these regularly. They understand what the quality of teaching is like and keep a close check on pay awards made to staff based on their performance. Finance is carefully managed. Governors have a good knowledge of what the pupil premium is spent on and the difference this is making to the eligible pupils. Governors are well trained. They meet all of their statutory duties, including those for safeguarding.

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	106464
Local authority	Wigan
Inspection number	426299

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	185
Appropriate authority	The governing body
Chair	Ginny Brookes
Headteacher	Bernadette Worrall
Date of previous school inspection	13 October 2010
Telephone number	01942 733081
Fax number	01942 733080
Email address	enquiries@admin.saintcatharines.wigan.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

