

# St Wulstan's and St Edmund's Catholic Primary School and Nursery

Poulton Road, Fleetwood, Lancashire, FY7 7JY

**Inspection dates** 3–4 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Achievement is variable between years. Teaching has not been good enough in recent years to ensure pupils make consistently good progress between Years 1 and 6.
- Some teachers do not use all of the assessment information available to them. As a result, they do not always provide activities that are at the right level of challenge for all pupils.
- Pupils are not always encouraged to share ideas and work things out for themselves.
- Some teachers do not have sufficiently high expectations of the pupils in their class.
- Pupils are not consistently given the time to correct and edit their work.
- Pupils' attendance is below-average.
- The sharing of good practice is uneven across the school.
- Leaders have not checked closely enough that actions put in place have improved the quality of teaching and pupils' achievement. As a result, the school has not improved quickly enough.
- The governing body does not effectively challenge school leaders regarding pupils' progress.

### The school has the following strengths

- Children get off to a successful start in the Early Years Foundation Stage and make good progress.
- There are examples of good and outstanding teaching across the school.
- Behaviour is good. Pupils feel safe, they like their teachers and each other.
- Pupils have a positive attitude toward learning.
- The school contributes very well to pupils' spiritual, moral and social development.
- The headteacher has a very clear view of the direction that he wants the school to take. He is well supported by his new leadership team, staff and governors. Positive actions are in place to bring about improvement.
- The school is at the heart of the local community.

## Information about this inspection

- Inspectors observed 16 parts of lessons as well as sessions taken by teaching assistants. They also listened to pupils reading.
- Meetings were held with a group of pupils, parents, members of the governing body and school staff. A telephone conversation took place between an inspector and a representative of the local authority.
- The inspectors took account of 22 responses to the on-line questionnaire (Parent View). They also considered 37 staff questionnaires and the summary results of parental and pupil questionnaires recently distributed by the school.
- A range of documents were considered, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding. The inspectors also examined work in pupils' books.

## Inspection team

Louise Murphy, Lead inspector	Additional Inspector
Peter Martin	Additional Inspector
Jane Holmes	Additional Inspector

## Full report

### Information about this school

- St Wulstan's and St Edmund's is larger than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after by the local authority.)
- Most pupils are from a White British heritage and they all speak English as their first language.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils who are supported at school action plus or with a statement of special educational needs is similar to national figures.
- The headteacher has been in post for one year and the new school leadership team for one term. There have also been a number of changes to teaching staff in the last two years.
- The school does not meet the government's current floor standard, which is the minimum expected for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching in order to accelerate progress and raise standards between Year 1 and Year 6, by making sure that:
  - teachers always have high expectations of what pupils can achieve and provide more opportunities for pupils to share their ideas and work things out for themselves
  - all assessment information available is used to accurately plan challenging activities that are well matched to the needs of all pupils and groups of pupils
  - pupils are always given time to correct and edit their work so that they learn from any mistakes
  - the good and outstanding practice that exists is shared across the school.
- Work together with parents to improve pupils' attendance.
- Improve leadership and management including governance by:
  - building on the skills of the new management team so that they check more closely that actions put in place are helping to improve the quality of teaching, accelerate pupils' achievement and raise attainment
  - making sure governors have a secure grasp of the school's overall effectiveness and rigorously hold school leaders to account for improving standards.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Unconfirmed results of the 2013 national tests for Year 6 pupils, nationally published data and the school's own pupil assessment information confirms that progress made by pupils from their individual starting points is not always good enough across Key Stage 1 and Key Stage 2. As a result, achievement requires improvement.
- Most recent test results show that standards at the end of Year 6 and Year 2 are broadly average in reading, writing and mathematics. Test results across the last three years have varied at the end of Key Stage 1 and Key Stage 2 being broadly average but dipping to below floor standards in 2013. However, this is linked to pupils' progress being disturbed by changes in staffing, the completion of a major building project and the overall ability of this group.
- School data and inspectors' observations show that in reading, writing and mathematics attainment has returned to average. Most pupils now make expected progress but too few pupils do better than this. Tasks are not always set at the correct level for pupils to ensure that they make as much progress as possible. However, changes, especially more precise tracking of progress, are showing benefits and more-able pupils are making slightly better progress than other groups of pupils in school.
- The results achieved by pupils in the phonics screening check dipped to below average this year. To address this, the school has improved the teaching of letters and sounds to smaller groups so that work can be more closely matched to ability. Most pupils read at the level expected of them. Pupils who need additional support to develop their reading do not always read regularly enough in school. However, teachers ensure older pupils read daily and they enjoy reading.
- Mathematics is improving because there is now a consistent approach to teaching calculations which has led to pupils' growing confidence in applying their skills to solve problems.
- The school provides support for disabled pupils and those with special educational needs. The impact of this support is not monitored closely enough and so the progress that these pupils make varies widely between classes and overall requires improvement.
- In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals also dipped to approximately two years behind other Year 6 pupils in reading and writing and one and a half years behind other pupils in mathematics. National test results last year showed the gap between Year 6 pupils supported by pupil premium, including those known to be eligible for free school meals, and other pupils did not close fast enough. However, current data of the progress of these pupils in other years and especially in Key Stage 1 show a positive picture of more making the progress expected of them. Although the gap between pupils eligible for free school meals and other pupils is narrowing the promotion of equal opportunities is not yet fully effective.
- Most children start Reception class with the skills and knowledge below that typically expected for their age. They make good progress across the Early Years Foundation Stage and are well prepared for Year 1.

### The quality of teaching

### requires improvement

- There is some good and outstanding teaching across the school. However, the quality of teaching of reading, writing and mathematics is uneven between Year 1 and Year 6 and requires improvements because it has not resulted in sustained good progress for pupils.
- Assessment is not always used successfully; work in class is sometimes too hard and at other times too easy. Moreover, the work provided for small group sessions, including for the disabled pupils and those with special educational needs, taken by teaching assistants is not always well matched to the needs of the pupils. When work is not at the correct level for pupils they do not make the progress that they should.
- Teachers' marking is improving; they celebrate what pupils have achieved and often give advice

on how to improve. However, pupils are not always given the time to respond to this good guidance and as a consequence some pupils continue to make the same mistakes.

- In one outstanding English lesson, the teacher had high expectations of all pupils. The lesson was very well planned and pupils actively engaged in working together to develop a range of interesting questions. However, this high quality teaching is inconsistent and in other lessons teachers do not get the best from pupils because they provide too few opportunities for pupils to work things out for themselves.
- As more information on pupils' progress is now emerging the teaching of literacy and numeracy is improving. Letters and sounds are taught more successfully and aiding skills in reading and writing. In mathematics, more attention is given to quickly providing support for any pupils that are underachieving.
- Teaching is consistently good in the Early Years Foundation Stage. There are an exciting range of activities available for children to choose. For example, the children came into class to find that an unknown animal had stolen the bread that the little red hen had made. They acted as detectives to find which animal had committed this dreadful deed, baked bread to replace the stolen loaf, wrote lists of food that animals might like to eat and even built an animal's den. The children were completely engrossed in every activity; the joy of learning was unmistakable.
- Teachers and teaching assistants successfully establish good working relationships with their pupils. As a result, pupils' behaviour is managed well.

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

- Pupils' attitudes to learning are good and they really like their teachers and each other. One pupil emphasised that there are 'lots of nice people in this school'. Pupils who spoke to inspectors said that they feel safe in school and most parents agree that their children are well looked after.
- Pupils are polite and courteous. During the inspection they behaved well. School records confirm that behaviour has improved and good behaviour is now typical. Occasionally, when activities are not accurately matched to pupils' abilities they become sidetracked from their learning.
- Most pupils have a good understanding of the difference between bullying and falling out. Pupils are confident that there is little bullying and should it occur it is effectively dealt with by adults.
- Pupils are voted into roles of responsibility by other pupils. House captains and school councillors gather the view of their classmates regarding how they would like to spend the money that they help raise. They have recently donated a large sum to a local charity, Brian House, because it is particularly close to their hearts. The eco-council grows vegetables that are used in the kitchen and talk to classes about how they can save energy and become more environmentally friendly.
- Pupils are encouraged to take part in sports to help them stay healthy and promote well-being. The primary school sport funding is to be allocated towards working with external coaches. This is to improve the skills of staff so that they can teach a wider range of sporting activities to a higher standard.
- Staff, including the learning mentor work closely with parents to make sure that good attendance is always on the agenda. The school newsletter also reminds parents of the importance of their children's attendance. However, attendance remains below average and parents do not always respond effectively to the school's requests.

### **The leadership and management** requires improvement

- The headteacher is effective and although only in school for a year has accurately identified a range of priorities to raise standards. Actions have been put into place to address these priorities. Over the year improvements can be seen especially lower down the school where actions have been able to bring about change more quickly.
- The headteacher has recently established a new senior leadership team; together they have the

determination to improve standards. This additional strength in management is enabling leaders to start giving closer attention to checking that all teaching is improving and that all initiatives are having an impact on the rate of pupils' progress. As a result, the school is in a stronger position to move forward.

- Teachers' performance is regularly checked. A staff training programme, that fits school priorities, has been put in place and staff share best practice and learn from each other. Although the best skills are not yet fully exploited, training is having a positive impact on raising the quality of teaching. However, further training and advice is needed to ensure consistency between classes.
- The headteacher has introduced a system that clearly identifies the progress that pupils are making. The information is shared with staff and class teachers are giving more attention to the progress of specific groups, such as those eligible for pupil premium funding and this is helping to narrow the gaps between groups of pupils in school.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils take part in many after school activities and the range of trips enriches their experiences. However, the curriculum does not provide enough opportunities to make sure that pupils make as much progress as they can in reading, writing and mathematics.
- Parents who spoke to inspectors said that communication has improved and their opinions are valued. They feel very welcome when they visit school.
- The local authority has provided a light touch level of support for this school.
- Safeguarding arrangements meet statutory requirements.

■ **The governance of the school:**

- Governors are highly committed to the school. They are proud of its position at the heart of the local community. They manage the budget well and have done so very effectively during a particularly expensive building project. However, while governors know that the pupil premium funding is used to fund additional staff, their knowledge of the difference this is making to eligible pupils is underdeveloped. They are kept informed about the quality of teaching although have only recently started to link teachers' salary progression to pupil progress. Governors review information about standards in school, but are less well informed regarding how standards at this school compare to the national picture. As a result, they have not held school leaders sufficiently to account for the academic performance of the school. However, governors are extremely keen to attend training that will help them carry out their duties.

## 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>	119624
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426294

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Hartley
<b>Headteacher</b>	Richard Sanderson
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	01253 874785
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