

# Burscough Lordsgate Township Church of England Primary School

Lordsgate Drive, Burscough, Ormskirk, Lancashire, L40 7RS

**Inspection dates** 25–26 November 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders and the governing body are focused on creating a school which has the highest standards. The headteacher has ensured that standards keep rising in the school.
  - Staff are given strong support to develop their expertise while also helping the school to address its own priorities for development.
  - In the Reception class, children get off to an exceptionally good start. Children are in a very strong position to start formal learning when they enter Year 1.
  - Behaviour throughout the school is of the highest order. This is supported by an excellent curriculum that engages pupils very well in their learning.
  - Pupils are very safe in school. A notable feature is the way they care for and support each other throughout the day.
  - Teachers have very high expectations. They provide exciting, carefully planned lessons that help each pupil to progress at a good rate.
- All pupils make good progress. Disabled pupils and those with special educational needs, together with those who are disadvantaged, do very well. Their progress from individual starting points is as good as, and sometimes better than, the progress of others.
- By Year 6, a high proportion of pupils reach standards in reading, writing and mathematics that are at least similar to the national average and frequently above.
  - Provision for spiritual, moral, social and cultural development is very strong. Pupils display mature and positive attitudes to developing responsibilities they will eventually assume as participating members in British democratic society.

### It is not yet an outstanding school because

- Standards in mathematics are currently not as high as those found in reading and writing.
- The role of key subject and phase leaders has not been developed fully.

## Information about this inspection

- Inspectors observed a total of 14 part-lessons and attended two assemblies. No observations were undertaken jointly with school leaders.
- Meetings were held with senior leaders, staff responsible for the leadership of key subject areas and the phases within school, the school's business manager, members of the governing body and a representative of the local authority.
- The views of parents were gathered from the 32 responses recorded on Parent View, the Ofsted online survey, and from the 66 responses to the school's own recent questionnaire.
- The views of staff were gathered from the responses to their own inspection questionnaire and from discussions held throughout the inspection.
- The views of pupils were gathered from a meeting with representative pupils and from many opportunities to talk with them throughout the inspection.
- Pupils' work was looked at during lessons and a more detailed scrutiny of samples of work from across the school was carried out. A small number of pupils from Year 2 and Year 6 read to inspectors, and case studies provided detailed information on the progress of specific pupils.
- Inspectors looked at a range of written documentation, including information on pupils' progress and development, teachers' planning and assessment, the school's self-evaluation and development planning, and a range of policies and procedures, including those for safeguarding.

## Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- The school is a little smaller than the average-sized primary school.
- The proportion of pupils who are disadvantaged and therefore eligible for the pupil premium is below that found nationally. This is extra government funding for pupils known to be eligible for free school meals or who are looked after by the local authority.
- The large majority of pupils are from White British backgrounds and none of them speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs is a little below average.
- The school meets the current government floor standards. These are the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a pre-school provision based within the school but this is not managed by the governing body and is therefore subject to separate inspection by Ofsted. Reports for this provision may be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- The headteacher joined the school in 2012, after the last inspection of the school took place.

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

- Raise standards in mathematics to at least those already found in English by:
  - developing strategies to improve the progress and achievement of girls, especially the most able, in Key Stage 1 and Key Stage 2
  - raising pupils' perception of mathematics throughout the school.
- Develop the roles of phase and key subject leaders within the leadership of the school by:
  - giving them time and opportunity for monitoring and evaluation of their individual areas of responsibility
  - increasing opportunities to enable them to develop staff knowledge and understanding
  - promoting opportunities for them to demonstrate best practice.

## Inspection judgements

### The leadership and management are good

- The headteacher has brought about a determined focus on raising standards. He has increased the information available on the progress of pupils and holds teachers to account for the progress pupils make. Staff have responded positively and a strong learning community now exists, driving the school forward.
- As a consequence, standards of teaching and learning are rising. This is confirmed through detailed monitoring that takes place throughout the year. Senior leaders, including governors, are fully aware of the quality of teaching, assessment and planning as a result.
- The use of the pupil premium has been very effectively targeted. It is helping disadvantaged pupils to make better progress. The gap in their attainment compared to that of other pupils is reducing and has, for some, disappeared because the extra support helps them to progress at a faster rate.
- There is a very effective system of teacher appraisal. Rigorous annual objectives are set alongside good opportunities for professional development. These are aimed at meeting the identified priorities for moving the school forward, while also helping staff to develop their personal expertise. The impact of professional development opportunities is monitored carefully.
- Teachers are aware of the direct link between their performance and pay. There are clear expectations that more is demanded of those who are on the higher salary scales.
- One of the innovations of the headteacher has been to extend the management team. Members have clear roles and responsibilities for which they are held to account. However, subject leaders and phase leaders are not contributing as much as they could to raising standards. They do not do enough monitoring, evaluation of teaching and learning, or support staff sufficiently through demonstrating their own good practice. This is what currently stops the judgement on leadership from being outstanding.
- Topics in the curriculum are based on the interests of pupils, demonstrated strongly in the very powerful learning around the topic of Remembrance, linked to the anniversary of the start of the First World War. Consequently, pupils are fully engaged in their learning. The topics are checked very carefully to ensure that all the requirements of the National Curriculum are covered.
- At the moment, the school is working with others to look at how it will monitor and assess effectively the performance of pupils following the decision to end the current ability levels in the National Curriculum.
- The school is making effective use of the additional funding provided by the government to promote sport and physical education. Coaches from the local sports foundation are working alongside teachers to promote their skills and confidence. They are also encouraging greater pupil participation, for example through a range of competitions. Levels of participation by the pupils are very high.
- The provision for pupils' spiritual, moral and cultural development is very strong. Spirituality is reflected in effective assemblies in which pupils are involved fully. There is good evidence of creativity in music, writing and the arts throughout the school. The strongest element is the outstanding way in which pupils help and support each other, and develop a strong sense of right and wrong. They are being well prepared for the responsibilities of playing an active role in the life of modern, democratic Britain.
- All groups of pupils are strongly encouraged to do their best. School leaders show a strong commitment to promoting equality of opportunity throughout the school.
- Links with parents are strong and this is reflected in the good levels of support they give the school. The introduction of a parent focus group that meets with the headteacher at least termly to discuss issues of importance in school has been an interesting and successful innovation.
- Similarly, links with other agencies are effective, supporting pupils and their families. This is reflected in the robust arrangements for safeguarding, which fully meet legal requirements.
- The local authority is well aware that this is a good and improving school, so its support is 'light touch'. The school values the support it receives and buys into a range of services. At the same time, the local authority uses the school to help spread best practice. For example, the headteacher plays a prominent role in supporting the local cluster of schools that meets regularly.
- **The governance of the school:**
  - The governing body is extremely effective and carries out all its statutory duties, including those for safeguarding. Individual governors bring a range of relevant expertise. They hold the headteacher and other leaders to account and are focused on helping the school to become outstanding. Part of the school's Christian ethos sees the promotion of tolerance and respect for others, including those of different faiths, cultures and ethnicity. Individual governors are attached to specific subjects and areas, including safeguarding. They have a detailed understanding and find out information for themselves.
  - Governors have a good grasp of funding arrangements, including the use of the pupil premium. They

ensure it is well targeted and that its impact is effective. They are aware of the links between teachers' performance and their pay, as well as arrangements for dealing with any inadequate teaching. Challenging annual targets are set for the headteacher, which are monitored at points through the year. Governors are aware of the appraisal arrangements for staff and the extra responsibilities of some as a result of being on higher pay scales.

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

**Behaviour**

- The behaviour of pupils is outstanding. They enjoy coming to school immensely and show tremendous enthusiasm for learning. This was illustrated in Year 2, where the pupils returned extremely promptly from break; without the teacher saying a word, they took their books out and were straight into work. In many lessons, where a pupil has a difficulty, they discuss it with a partner rather than waiting for the teacher. Such enthusiasm often creates a buzz of learning in classrooms. Rates of attendance and punctuality are very high because pupils enjoy school so much.
- Throughout the inspection, no time was lost from learning because of low-level disruption in lessons. School records show, and parents and pupils themselves report, that this is the norm. As a result, lessons are able to focus entirely on learning across the whole school. The same positive attitudes apply to behaviour around the school. On the playground, pupils play together and support each other in an extremely positive way; this can also be observed in the dining hall. Pupils take excellent care of each other.
- Pupils have a good understanding of bullying in its different forms, including that based on prejudice. The school as a whole is committed to the eradication of bullying. This is reflected in the prominently displayed anti-bullying charter, which has been signed by every pupil and member of staff. Pupils insist that bullying is not an issue in the school.
- Pupils make a very positive contribution to the life and culture of the school. The school council and eco-committee are very active. Pupils are very proud of their school and many are engaged in activities that place it at the heart of community life.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. This is a view shared by an overwhelming number of parents and the pupils themselves. This extends throughout the school and into the wider community.
- Internet misuse is discussed very effectively, so pupils appreciate the dangers. Detailed work is covered in class and pupils show a good understanding. This also extends to being able to articulate very clearly the dangers of misusing social networking sites. In addition to this thorough coverage, sessions are also organised for parents so they too can be informed fully.
- Safeguarding arrangements are robust, as are risk assessments. This means that great care is taken when arranging trips and visits, as well as making sure that the school itself is safe. Pupils themselves are given clear and effective advice about how to be safe at all times. This covers a range of environments, including getting to and from school safely.
- The school council contributes to the work on safety. For example, it has suggested the development of a buddy scheme, which is now under active consideration.

**The quality of teaching is good**

- The quality of teaching is at least good; sometimes, it is outstanding. Currently, teaching is stronger in reading and writing than in mathematics. Classrooms are inviting, welcoming areas with bright vibrant displays that encourage a love of reading and writing. Around the school, displays are less prominent for mathematics and pupils are given fewer opportunities to become interested in this subject.
- The teaching of mathematics is not as effective as that of English. At present, girls do not do as well as boys in mathematics, particularly at the higher levels.
- Teachers work effectively with teaching assistants. Teachers and teaching assistants are busy throughout each lesson. They move around the room, working with individuals or small groups. They ensure that pupils understand their work. Because they know the standards of each pupil, they encourage and challenge, reinforcing the high levels of engagement. Pupils are extremely enthusiastic learners and, in every class, they pay attention to teachers and respond well to requests. However, there has been a

greater enthusiasm for English and school leaders accept the need to get an equally strong commitment to excellence in mathematics.

- Disabled pupils and those with special educational needs, as well as disadvantaged pupils, are expected to succeed. They are achieving well and many are narrowing the gap in their performance with that of others.
- There is a high level of challenge for the most able and topic work often provides additional challenge to stimulate their learning. This is aimed at increasing the number of pupils achieving Level 6 in English and mathematics.
- Teachers have high expectations and show genuine warmth in their relationships with pupils. They plan lessons in great detail, taking into account the information they have on what pupils know and have learnt in previous lessons. Different tasks within the same lesson enable all pupils to be effectively challenged so that they can reach the challenging achievement targets that are set for them all.
- In Reception and Key Stage 1, the teaching of phonics (the knowledge of letters and the sounds they make) is organised exceptionally well.
- Reading is a prominent feature and pupils are encouraged strongly to read. Books are noticeable throughout the school and there is an expectation that pupils will read regularly at home, with parents engaged as partners in learning.
- Many lessons are marked by the high quality of questioning. This not only shows staff that pupils have understood but it also gets pupils thinking. They are enthusiastic learners, and so there is often a high quality of discussion that shows maturity of thought.
- Work is marked regularly and thoroughly. In most cases, but not all, this is done in line with the marking policy of providing advice on how to improve or correct work. Pupils respond regularly to this. The best marking helps pupils to make strong progress towards meeting their targets.

### **The achievement of pupils** is good

- Progress across the school is accelerating, although it remains stronger in reading and writing than in mathematics. Pupils are expected to do well and they rise to the challenge with enthusiasm. Pupils gain knowledge and understanding quickly across a wide range of subjects.
- From their individual starting points, the proportions making or exceeding expected progress are above those found nationally in both key stages. This year, there is a greater focus on challenging those who are the most able to reach Level 6. Throughout the school, the most able pupils are making good progress and school leaders keep a close eye on how well they attain.
- In 2014, fewer pupils achieved Level 5 than in the previous years. School records show that, within this year group, there was a high number of pupils who joined during Key Stage 2 with below-average attainment. Over time, the proportion reaching at least Level 5 has been consistently above the national average. In the current Year 6, nearly half the pupils are on track to achieve Level 5 in English and about a third in mathematics.
- In Key Stage 1, the strong start pupils get from their Reception year is sustained. The outcomes of the Year 1 phonics screening show standards well in advance of those found nationally. By the end of Year 2, the proportion of pupils exceeding expectations is consistently above the level found nationally, including in mathematics.
- The pupil premium funding is targeted successfully in order to speed up the progress of disadvantaged pupils. The latest test results for pupils in Year 6 show that the school has eliminated any gap in attainment between disadvantaged pupils and other pupils in the school in reading, writing and mathematics. Similarly, there is no gap between their attainment and that of all other pupils nationally. They have made progress faster than other pupils in the school and other pupils nationally.
- Disabled pupils and those with special educational needs have made improved progress during the past year. This was at least as good as that made by other pupils in the class. This is because their progress is being monitored more effectively, they have individual plans for their progress and teachers' expectations for their achievement are high.
- Teachers now have a termly progress meeting with the headteacher looking at the performance of every pupil they teach. When progress is not up to expectation, a range of effective programmes of support are introduced. These are time limited, focused on identified weakness and are proving successful in getting pupils back up to speed.
- There is now a large amount of information available in school to analyse pupils' progress. This is used not only to track the progress of each individual pupil in detail but also to analyse the progress of identified

groups.

- In mathematics, a higher proportion of boys than girls gains the higher grades and makes most progress. The school's analysis of this suggests that sometimes girls do not see the subject in the same positive light as they do reading and writing. The school already has some good plans to address this, but a whole-school approach to raising the profile of the subject is not fully in place.
- Because pupils are such enthusiastic learners who develop a wide range of positive social attitudes, including taking on responsibilities and working collaboratively with others, they are very well prepared for moving on to secondary education at the end of Year 6.

### **The early years provision**

**is outstanding**

- Most children are ready to learn when they start in Reception. They all make rapid progress, consistently better than that found within the local authority or across the country. Children are extremely well prepared for formal education when they start Year 1.
- By the end of their time in Reception, they score consistently well across all areas of literacy and numeracy. Assessment is rigorous, including effective use of observation that involves all staff.
- Disabled children and those with special educational needs, as well as the most able, are well provided for because individual needs are analysed with great precision. Great care is taken to look for and record the small steps of learning as soon as they occur.
- The quality of teaching is outstanding and is supported by high-quality facilities. Indoors and outdoors are both a hive of activity. Adults give excellent support to children's learning, both when they decide on their own activities or are drawn into a small group with an adult, for instance, when learning the sound of a letter.
- Children show high levels of curiosity, imagination and concentration. With great excitement, they explained to inspectors, for example, the discoveries they were making when mixing colours together. Others intent on measuring lengths took great care.
- Planning is detailed and outcomes are analysed carefully to ensure that provision is effective. Parents are encouraged to help with their children's development at home as well as in school and the staff see themselves as partners working alongside parents. Consequently, home links are extremely strong and effective.
- All staff care for children exceptionally well. Children know the routines of the class very well and exactly what to do if they need help. They feel safe and well cared for, and are extremely happy. They are taught the important rules that ensure they know how to play safely and to take care of their own belongings and those of others, for instance, by hanging coats on pegs properly.
- Leadership and management are outstanding. There is a strong commitment to excellence that supports high-quality provision for all children while constantly seeking ways to become even better.



## 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>	119481
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	448913

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcus France
<b>Headteacher</b>	Chris Hackett
<b>Date of previous school inspection</b>	23 November 2009
<b>Telephone number</b>	01704 892374
<b>Fax number</b>	01704 897783
<b>Email address</b>	bursar@lordsgate.lancs.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

