

# St Oswald's Catholic Primary School, Coppull

Spendmore Lane, Coppull, Chorley, Lancashire PR7 5DH

<b>Inspection dates</b>	15–16 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and staff responded purposefully to the findings of the previous inspection, determined to make the school the best it can be.
- Rigorous professional development and performance management have ensured that the quality of teaching is consistently good.
- Governors are well informed and provide good levels of challenge and support to school leaders.
- Progress has accelerated and all pupils currently in the school are achieving well, including pupils who have special educational needs and/or disabilities and those who are disadvantaged.
- Pupils progress well from their different starting points due to good teaching and well-planned lessons that capture their interest and challenge them to do better. As a result, they work hard and make good progress.
- The early years provision gives children a very secure and enjoyable start to their learning.
- Writing is a strength. Pupils write confidently using varied vocabulary and punctuation to make their writing interesting and expressive.
- Pupils behave well in all situations, and become responsible, polite individuals who care and show respect for others.
- Pupils voiced positive views about their school, such as 'all the children are friends' and 'there are lots of activities'. Most parents expressed positive views. Attendance is above average.
- Well-promoted spiritual, moral, social and cultural development ensures that pupils acquire fundamental British values.

### It is not yet an outstanding school because

- Pupils make good progress in reading but do not have the advanced reading skills needed to quickly read text and extract information.
- Pupils are not always able to deepen their knowledge in mathematics in one topic before starting another.
- Some pupils still wait for staff feedback on every part of their work, which can slow their progress in lessons.

## Full report

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

- Build on current improvements in the quality of teaching to further raise attainment in reading and mathematics by:
  - helping pupils to read text more quickly, and acquire higher reading skills such as scanning and skimming in order to infer meaning and answer questions
  - making sure pupils deepen their knowledge and understanding of each topic in mathematics before moving on to the next
  - increasing pupils' confidence so they are less reliant on staff approval or input during lessons before moving on with their work.

## Inspection judgements

### Effectiveness of leadership and management is good

- Following the previous inspection, leaders acted swiftly, focusing on what needed to be done to improve the school. There are well-focused plans and targets for improvement, which are reviewed regularly to make sure actions are proving effective.
- Rigorous performance management and professional development for all staff have ensured that the quality of teaching is now consistently good. Staff ensure that their pupils progress well, share good teaching practice and self-evaluate in order to constantly develop and refine their skills and knowledge. Leaders have identified the need to further enhance staff skills in teaching more advanced reading skills.
- Subject leaders make a valuable contribution by monitoring teaching and learning in their subjects. They provide role models for teaching skills and share expertise effectively, for example delivering training on the new science curriculum.
- Good leadership in the early years gives children a good, secure and happy start to their learning.
- Providing equal opportunities for every pupil to do well academically and socially is given high priority, with additional support to meet individual needs. Those who find learning easier receive extra challenges. The provision for pupils who have special educational needs and/or disabilities is led well, ensuring that they receive the support they need.
- Pupil premium funding is used well and disadvantaged pupils make faster progress than their classmates. By the time they leave the school, there are no performance gaps between them and their classmates.
- The primary school physical education and sports funding is used well to provide a wide range of activities, such as golf or table tennis. These have increased pupils' participation and given staff new skills, resulting in the school gaining the School Sports Gold award.
- Spiritual, moral, social and cultural development is good. Pupils develop trusting and supportive relationships; they work together and mix cooperatively throughout the school.
- Pupils acquire values of friendship, honesty, equality and fairness. Such values are promoted well, for example through pupils taking on responsibilities in school and visits to the local magistrates court. As a result, pupils are well prepared for future life in our multi-cultural society.
- The well-planned curriculum is suitably adapted so that all pupils can make good progress in all subjects and gain the numeracy and literacy skills they need in all subjects and for the future. However, pupils are not given enough time on each topic in mathematics to deepen their understanding.
- Popular clubs enrich learning and broaden pupils' experiences. The choir takes part in the annual Manchester Young Voices, there are visits out of school, such as to the local library or the World Museum in Liverpool, and older pupils look forward to their residential trip to the Lake District.
- The large majority of parents feel well informed by newsletters, messaging, the school website and parents evenings. Some parents would like their children to be given more homework.
- The local authority provides light-touch support for the school, including moderating the accuracy of leaders' judgements of teaching quality.
- **The governance of the school**
  - The review of governance following the previous inspection made a big impact. Governors willingly accessed training to enhance their roles and responsibilities and now bring a wide range of relevant skills and knowledge to support and challenge school leaders. They are well informed about local and national data so they compare the school's performance with other schools and ask searching questions, for example about the dip in reading results in 2015.
  - Governors check the use of pupil premium funding and know this is used effectively because disadvantaged pupils outperform their classmates and progress more rapidly than other pupils nationally.
  - Governors oversee salary rewards appropriately. Such rewards are only given when staff ensure that their pupils learn well and leaders ensure that further professional development is used to improve both teaching and management skills.
  - Governors make sure sports funding provides a variety of activities in order to increase pupils' skills, enjoyment and participation and help staff learn new skills to pass on to their pupils.
  - Governors make sure that the school teaches fundamental values as well as developing pupils'

spiritual, moral, social and cultural development, and prepares them well for their future lives in modern British society.

- The arrangements for safeguarding are effective. All staff training is up-to-date so they fully understand their responsibilities with regard to child protection.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching has improved since the previous inspection, and is now consistently good. This is due to leaders' sharp focus on professional development and effective performance management.
- Pupils say they enjoy a wide range of lessons in different subjects. They say they particularly enjoy science 'because we do experiments'.
- Well-planned lessons provide work matched closely to pupils' particular learning needs and to the different age groups within each class, so all pupils make good progress. Time is managed well so no learning time is lost and pupils stay involved with their tasks.
- Classrooms are well organised, with lots of prompts to help pupils with their work, including, for example, in how to use accurate punctuation. Displays of pupils' work give examples of what good-quality work looks like, especially in writing. They show pupils that staff want them to aim high and constantly do better.
- Reading and mathematics are taught well. However, in order to raise attainment further in these subjects, leaders have identified the need to boost pupils' reading skills so they read quickly and get information, and to allow more time on each area in mathematics so pupils deepen their understanding.
- Pupils behave well in lessons, work cooperatively with staff and their classmates, and are keen and interested. This was observed when pupils discussed the best graph to show data on monthly temperature variations. Very occasionally, a few rely too much on reassurance from staff at every step of a particular piece of work, which can slow their progress.
- Teaching assistants provide good support for learning and contribute effectively to pupils' progress, especially when working with those who find it hard to learn within a whole class or who may be vulnerable.
- Systems to track and monitor progress provide staff with accurate information about how well pupils are doing so they match work closely to pupils' different abilities.
- Workbooks are marked thoroughly, using the school's agreed system. Pupils understand this, saying 'orange highlights what we need to work on or correct'. They say teachers' marking helps them improve their work, and evidence was seen in their books of pupils putting this guidance into practice.

### **Personal development, behaviour and welfare is good**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The school has a calm, harmonious atmosphere, and parents feel their children are well looked after. Pupils develop into sensible, increasingly mature individuals who care for others and are keen to help. They enjoy responsibilities, and older pupils are happy to be class prefects, looking after younger children.
- Pupils are well aware of the difference between right and wrong and that they are responsible for their actions. They value friendship and fairness, and appreciate the importance of caring for the environment. Each class tends a small garden area, helping them to learn where their food comes from.
- Pupils feel safe in school, saying 'Staff look after us', and are confident that staff quickly sort out any problems. Very supportive, caring relationships between pupils and staff were observed, and parents agree that their children are kept safe.
- Pupils told the inspector that bullying is not a problem because staff always listen to any worries they may have and step in to help. They understand that bullying occurs in different ways, such as repeated name-calling or by text. They said the 'Internet Safety Day' had been helpful. Most parents agree that any bullying is dealt with well.
- Pupils who may be vulnerable, and their families, receive extra support from staff and external agencies, so they can participate fully and progress as well as their classmates.

- The breakfast and after-school clubs provide a safe, secure setting for those who attend.

### **Behaviour**

- The behaviour of pupils is good.
- Inspection observations and school records show this has been the case since the previous inspection. Pupils say behaviour is 'pretty good', and the majority of their parents agree.
- Behaviour is managed well, based on a behaviour code that is understood by all. Pupils agree the rewards and rules are fair and are careful not to lose their weekly 'Golden Time'. There is no record of any discrimination or racism, and exclusion is seldom used.
- Good behaviour for learning makes a strong contribution to improvements seen in pupil progress since the previous inspection. Pupils work hard in lessons, cooperate well with staff and each other and happily share ideas and equipment.
- Attendance is above average for all pupil groups and has continued to improve over time. The proportion of pupils who are persistently absent has reduced. Regular attendance contributes strongly to pupils' good progress.

### **Outcomes for pupils**

**are good**

- Year groups are small and vary in size. Most pupils enter the school with skills that are typical for their age but there is often a wide spread of ability.
- Resolute actions by school leaders raised staff expectations of what pupils can achieve and made them accountable for their progress. Consequently, pupils' attainment has risen, their progress has accelerated and pupils leave the school with the skills they need for the next stage of education.
- From their various starting points, all pupils make the progress expected of them and a significant proportion exceed this, including pupils who have special educational needs and/or disabilities and those who are disadvantaged.
- In key stage 1, pupils progress well. In 2015, attainment at the end of Year 2 was above the national average in all subjects. Pupils who are currently in Year 2 are on track to match this.
- Progress is good in key stage 2. In Year 6 in 2015, all pupils reached the nationally expected level of attainment in mathematics and writing and most did so in English grammar, punctuation and spelling. The proportion reaching this level in reading, however, was slightly below average. An above-average proportion of pupils also reached the higher Level 5 in mathematics, writing and reading.
- In 2015, the proportion of pupils making and exceeding the expected progress from each starting point was close to the national average in mathematics, and above average in writing but below average in reading. School analysis shows this was related to very specific circumstances affecting particular pupils in this year group. However, leaders acted swiftly to overcome this by improving the way reading is taught, creating a well-resourced library, introducing class readers and providing a 'carousel' of reading activities each week in class.
- In response to the findings of the previous inspection, leaders placed a strong focus on developing writing, including inspiring pupils with displays of what good-quality writing looks like. This has successfully raised standards. Pupils now write confidently, using a wide range of vocabulary and punctuation that add interest and hold the reader's attention. Right from the start in the early years, writing is developed well. Pupils develop a joined, fluid handwriting style and present their work neatly. They make good use of writing in all subjects, for example reporting on science investigations into solids, liquids and gasses or writing a diary to show the importance of the Ten Commandments.
- Pupils acquire basic number facts well and cover all mathematical concepts. In one lesson, older pupils rose to the challenge of solving problems using percentages, and most-able pupils demonstrated good understanding by using inverse operations to check their calculations. Pupils use their mathematics skills well in other subjects, for example to sort and classify living, never-lived or non-living objects in science.
- In 2015, the proportion of pupils who met the expected standard in the Year 1 phonics check was just below the national average. Those who did not meet the standard then have now met it in Year 2. School analysis shows pupils currently in Year 1 will match or exceed previous years. Early skills are taught well. Daily practise of letters and the sounds they make (phonics) ensures that pupils know how to 'sound out' new words. Year 6 pupils have the skills they need for future learning and read fluently with good expression, comprehension and obvious enjoyment.
- In lessons, extra challenges for the most able pupils who find it easy to learn extend their ability to

think and reason. Talented writers attended a workshop with the local schools group, a talented scientist participated in the high school's space-themed NASA workshop and several musically skilled pupils attended the Chorley Music Centre.

- Pupil premium funds are used well to provide extra support and curriculum enrichment across the school. As a result, disadvantaged pupils progress as well as their classmates and more rapidly than other pupils nationally. There is no attainment gap between disadvantaged pupils and their classmates, and in 2015 they outperformed their classmates in reading, writing and the English grammar, punctuation and spelling test.
- Good provision for pupils who have special educational needs and/or disabilities helps them progress at a similar rate to their classmates. Staff are well trained in providing support and assessing pupil needs, and sensitive arrangements are in place to ensure these pupils transfer smoothly and confidently to the next stage of their education.

## Early years provision

## is good

- Children usually enter the early years with skills typical for their age, although this can vary. Few have previously attended nursery or provision outside their home. Reading, writing and their personal and physical development skills are often a little weaker.
- Good care and welfare arrangements ensure children feel very safe and secure. They settle quickly and are soon ready for learning and progress well in all areas. By the end of Reception, more children than found nationally reach a good level of development, and this has increased over time. They are well prepared for learning in Year 1.
- Teaching is good and provides the children with a wide range of imaginative activities, often linked by a common theme. Children were captivated by the story of 'The Jigaree'. Staff skilfully built on this to encourage them to write letters and mail them to the Jigaree or work cooperatively to build him a house. Staff are skilled at extending children's language skills, using carefully phrased questions that make children think hard and providing activities matched to every child's different needs and abilities so they all progress well.
- Children enjoy learning letters and sounds, can blend them together to read simple words, and use their skills in early writing. Most can write several sentences without help, and the most able children write freely, using their phonics knowledge well to help with spelling.
- The outside area is very popular, and staff build children's skills there, such as ordering numbers up to and beyond 20. The area is used well, but is rather small and cramped.
- Children's imagination is extended well because staff know just when to offer suggestions and draw out their ideas. Children organise their activities well, and cooperate happily, getting busy in the mud kitchen, writing down orders and producing spaghetti bolognese and hot chocolate. Counting how many times they can bounce per minute in 'Kenny's Gym' helps them use their early number skills while keeping fit.
- Health and safety are carefully managed and staff develop children's own ability to look after themselves and become more independent. Children know to put on waterproofs so they can work outside whatever the weather, and they choose when to have their snack and know they must use the toaster extremely carefully.
- Staff constantly keep checks on children's progress, make sure they cover all activities throughout the week and use assessment information to plan the next steps in learning.
- Leaders are well informed about how young children learn best. They ensure suitable activities are provided for all groups of children, including those who have special educational needs and/or disabilities and those who are disadvantaged. Consequently, all children make good progress in their academic and social development.

## School details

<b>Unique reference number</b>	119675
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10012131

This inspection 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>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Martland
<b>Headteacher</b>	Elizabeth Green
<b>Telephone number</b>	01257 791379
<b>Website</b>	<a href="http://www.st-oswalds.lancs.sch.uk">www.st-oswalds.lancs.sch.uk</a>
<b>Email address</b>	<a href="mailto:bursar@st-oswalds.lancs.sch.uk">bursar@st-oswalds.lancs.sch.uk</a>
<b>Date of previous inspection</b>	4–5 February 2014

## Information about this school

- The school is smaller than the average-sized primary school, with five mixed-age classes.
- The great majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by pupil premium funding is below the national average. The pupil premium is additional government funding to support those who are known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.
- The school met the government's current floor standards in 2015. These are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school offers daily breakfast and after-school clubs.
- Since the time of the previous inspection, there have been some staffing changes and new governor appointments.
- The school holds a number of awards, including the Behaviour Quality Mark, School Games Gold award and the British Council Internationalism award.



## Information about this inspection

- The inspector met with pupils, staff and leaders, some parents as they brought their children to school, governors and a representative from the local authority, and held a telephone conversation with the diocesan representative.
- The inspector observed lessons in all classes, including one lesson observed jointly with the headteacher, visited small group sessions and observed pupils outside and at lunchtime.
- Procedures for safeguarding pupils were scrutinised.
- The inspector looked at school records, leaders' checks on the quality of teaching and the systems used to gather an accurate picture of how well pupils are doing.
- Pupils' workbooks were examined and the inspector heard readers from Years 1, 2 and 6.
- The 33 responses to the Ofsted online questionnaire, Parent View, the school's own survey of parents' views, comments on free text and the 11 responses from the staff were considered.
- Older pupils were involved in a workshop delivered by the diocese throughout the first day of the inspection and pupils from Years 3 and 4 were out on an educational visit to Liverpool on the second day.

## Inspection team

Kathleen McArthur, lead inspector

Ofsted Inspector



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