

St Mary and Michael Catholic Primary School

Castle Lane, Garstang, Preston, Lancashire PR3 1RB

Inspection dates

28 February–1 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- In recent years, the school's leaders' effectiveness in producing good academic outcomes for pupils has faltered.
- Outcomes in writing and mathematics at the end of Year 2 are not as high as they could be.
- In 2017, the progress that pupils made at the end of key stage 2 in writing and mathematics was poor, particularly for those of middle ability.
- The quality of teaching across the school is inconsistent. Teachers do not always have high enough expectations of what pupils are capable of achieving.
- Activities do not always challenge pupils, particularly those of middle ability, to do their very best and, at times, do not stimulate their passion for learning.
- The school website is not compliant with the information that must be published.
- Teachers' performance management targets with regard to pupils' progress are not aspirational enough. The feedback given to teachers after lesson observations does not focus in enough detail on the learning and progress that have taken place for different groups of pupils.
- Teaching assistants are not always deployed to best effect. There are no lines of accountability with regard to their performance.
- Leaders have not ensured that some subjects in the wider curriculum, such as history, geography, design and technology and information and communication technology (ICT), are taught in depth. Monitoring arrangements for these subjects are in their infancy.

The school has the following strengths

- With support, the headteacher has the capability to turn the school around.
- Reading is a strength of the school. Outcomes in writing and mathematics are showing signs of improvement in some classes across the school.
- Governors are beginning to hold leaders more to account.
- Standards of behaviour are good. Children feel safe and most parents and carers are positive about the school.
- Children achieve well in the early years.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning and thereby outcomes for all pupils by ensuring that:
 - a greater proportion of pupils reach the expected and higher standards in writing and mathematics at the end of key stage 1
 - progress and outcomes improve at the end of key stage 2 in writing and mathematics, with a particular focus on middle-ability pupils
 - all staff have high expectations of all pupils
 - activities are tailored to meet the individual needs of pupils, particularly those of middle ability, and to sustain pupils' interests
 - teaching assistants are always used to best effect to support more rapid progress
 - subjects in the wider curriculum, such as history, geography, design and technology and ICT, are taught in depth.
- Improve governance, leadership and management of the school by ensuring that:
 - teachers' performance targets with regard to pupils' progress are securely linked to school priorities and are sharp and measurable
 - feedback given to teachers after lesson observations focuses in more detail on the learning and progress of different groups of pupils
 - the website is compliant with the information that must be published and is checked regularly by governors to ensure that it remains so.
- Improve the monitoring of subjects such as history, geography and design and technology by ensuring that teachers recognise the knowledge and skills that pupils need to acquire by the end of each year.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management of the school require improvement because the quality of teaching, learning and assessment across the school is uneven and pupils' outcomes, particularly in writing and mathematics, have declined. The headteacher understands the challenges that lie ahead and is seeking appropriate advice and support. She leads the school with honesty and integrity and, with support, has the capacity to address the matters highlighted by this inspection.
- Appropriate procedures are in place to monitor the quality of teaching. This is done in a variety of ways, such as lesson observations, learning walks and planning reviews. However, the feedback given to teachers after lesson observations does not focus sharply enough on the progress and learning that have taken place for different groups of pupils. Targets set for teachers as part of their performance management, relating to pupils' progress, make no reference to mathematics, which is one of the school's main priorities. Furthermore, the targets set are not measurable or aspirational enough. As a result, teachers are not held fully to account for the progress their pupils make. In addition, teachers' expectations of what pupils are capable of are not high enough.
- There are no systems in place to monitor and evaluate the contribution that teaching assistants make to pupils' progress and achievement. As a result, leaders are unaware of whether best use is being made of these valuable members of staff.
- The curriculum broadly meets the needs of pupils. Middle leaders of subjects such as art, science and physical education (PE) monitor their areas of responsibility closely. All of these subjects are taught discretely. The middle leader of art had devised a scheme of work which is personalised for the school. All these subjects are taught in depth and middle leaders are aware of the progress that pupils are making.
- However, middle leaders of subjects such as history, geography, design and technology and ICT do not give teachers clear guidance about what pupils typically should know and be able to do by the end of the year in each of these subjects. Consequently, there is no clear progression in pupils' key knowledge, skills and understanding. The headteacher acknowledges that the monitoring arrangements for these subjects are at an early stage of development and that these subjects are not taught in sufficient depth.
- Middle leaders of English and mathematics know their subjects well. As a result of decisive action taken, outcomes are improving in mathematics and writing in some classes across the school. For example, staff have received training to enhance their skills in teaching writing and mathematics. Additional resources have been purchased. Teachers have been made aware of what pupils should know and be able to do in writing and mathematics at the end of each key stage.
- There is a broad range of out-of-school activities, such as a choir group which pupils attend with their parents. A chime bar and glockenspiel club runs on a daily basis and

helps to develop pupils' appreciation of music. Dance, drama and martial arts clubs are also available for pupils to enjoy.

- Good use is made of the funding to support the very small proportion of pupils who have special educational needs (SEN) and/or disabilities. The money is spent wisely on increased staffing levels and resources to meet the individual needs of these pupils.
- Care is also taken to ensure that appropriate use is made of the funding to support the small group of disadvantaged pupils in the school. The money is used to support these pupils academically and socially.
- British values of democracy, individual liberty and the rule of law are threaded through many aspects of the school's work. A few opportunities are available to allow children to become aware of other faiths and cultures.
- The sport premium is spent well. Specialist coaches are employed to deliver a varied range of sporting opportunities. Pupils also take part in a suitable range of inter-school competitive sports such as football, handball and netball. Teachers work alongside specialist staff, thereby developing their own skills in delivering high-quality PE lessons.
- Most parents are very supportive of all aspects of the school's work. They embrace the family atmosphere that the school provides and the high levels of emotional support offered to their children. A few parents did express some concerns about the quality of teaching in the school and the progress that their children make.
- The website is bright and easy to navigate. However, it is not compliant with the information that must be published. Information on the curriculum lacks detail and performance data relating to the progress pupils made last year at key stage 2 in reading, writing and mathematics has been omitted. The SEN report is not updated annually and it does not evaluate the effectiveness of the provision or outline procedures to be followed should parents wish to make a complaint about the SEN provision at the school. There are no details of the sport premium for this academic year or of how this year's funding will be spent. There is no information on the impact of the spending of the sport premium on pupils' PE and sports participation or how these improvements will be sustained. Furthermore, the complaints procedure has not been updated since 2000.

Governance of the school

- Governors are regular visitors to the school and are supportive of the headteacher.
- Governors have an appropriate understanding of the school's priorities for development and the progress that pupils make.
- Governors have received training from the local authority. Consequently, the level of challenge that they offer the headteacher is improving. However, this level of challenge was not evident in the governors' minutes scrutinised by inspectors during the inspection.
- A close eye is kept on the budget, and safeguarding duties are met.

Safeguarding

- The arrangements for safeguarding are effective.
- All safeguarding training is up to date. As a result, staff are fully conversant with safeguarding procedures and are aware of procedures to follow should they be concerned about a child's welfare.
- Those who have designated responsibility for safeguarding and recruitment are trained at an appropriate level.
- There are comprehensive procedures in place for the recruitment and selection of staff.
- The single central record is compliant with current guidelines and the identity of visitors to the school is closely checked.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment across the school and within subjects is inconsistent. It therefore requires improvement.
- Some teachers do not have high enough expectations of what some pupils in their class are capable of achieving, predominately those of middle ability. These pupils are provided with activities which, at times, they find too easy and which prevent them from thinking harder and more deeply. In addition, some activities do not ignite their passion for learning.
- The use of teaching assistants across the school is variable. When they are deployed effectively, pupils made better progress. However, this is not consistent practice across the school.
- The curriculum beyond English and mathematics is not developed in sufficient depth in some subjects and the headteacher recognises this. Pupils do not access a rich and deep curriculum in subjects such as history, geography, design and technology and ICT. There is not a cohesive approach to the teaching of these subjects across the school.
- As a result of recent initiatives and tighter assessment, the quality of writing and mathematics is improving in some classes across the school. Teachers give pupils more opportunities to write at length and across genres. There is also evidence of teachers giving more attention to developing pupils' problem-solving and reasoning skills in mathematics.
- Some staff make good use of questioning to probe and deepen pupils' learning. This was exemplified during the inspection when the teacher asked some searching questions to encourage pupils to compare and contrast the individual styles of two poets.
- The teaching of art and design, PE and science is strong. As a result, pupils are becoming keen artists, scientists and sports enthusiasts. For example, they study the paintings of famous artists such as Picasso and do observational drawings of facial features, such as eyes, using pencils. Pupils conduct scientific experiments and understand the principles of fair testing.

- Reading is taught well and has a high profile in the school. A good range of fiction and non-fiction books appeal to pupils' interests, including boys. Pupils read with fluency and expression. They talk about their favourite authors and the types of books that they enjoy.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school and most are keen to learn.
- The Catholic Christian values of the school are celebrated through aspects of its work.
- Pupils contribute to decision-making within the school, for example as members of the school council or as eco councillors. Members of the school council raise money for charity and meet local town councillors to share their views of what they like and what could be improved in Garstang. Eco councillors promote saving electricity, recycling and walking to school. Such good practice raises pupils' awareness of global issues and healthy living.
- Pupils, particularly those in key stage 2, have a good awareness of the different forms of bullying. They told inspectors that bullying at this school is rare, and behaviour logs confirm that this is the case.
- Older pupils have a secure understanding of how to keep themselves safe when online. They recognise the dangers of disclosing their password to strangers. Younger pupils' awareness of this aspect of their safety and welfare is not quite as strong.
- A varied range of visitors, including vets and doctors, come into school and talk to pupils about their work and roles within society. These aspirational talks have a positive impact on pupils' expectations for the future.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, articulate and a credit to their families and the school.
- Pupils look smart in their school uniform and make visitors to the school feel welcome.
- Pupils enjoy socialising and chatting with their friends at lunchtime. They queue for their lunch in a sensible and orderly manner.
- Behaviour around the school and in class is good. However, when activities are not matched to pupils' needs or when learning time is wasted, pupils get distracted and fidgety and their attention wanders.
- Pupils' enjoyment of school is reflected in their high rates of attendance.

Outcomes for pupils

Requires improvement

- Recent published data shows that, in 2017, outcomes have declined, particularly in writing and mathematics. As such, they require improvement. Although there are signs of improvement, current progress is inconsistent across subjects and key stages.
- In 2017, the progress that pupils made at the end of key stage 2 in writing was in the bottom 10% nationally and in the bottom 20% nationally for mathematics. Outcomes in both these subjects were below the national average at the expected standard and higher standards.
- In 2017, the proportion of pupils reaching the expected standard in writing and mathematics was above the national average at the end of key stage 1. However, the proportion of pupils reaching the higher standards was below. This represents steady, rather than good, progress since leaving the early years, in both of these subjects.
- Progress and outcomes in reading are a strength of the school. From their starting points, pupils make good progress and achieve well in reading at key stage 1. Although the progress pupils made in reading at key stage 2 was good, it was not as strong as in 2016, when it was significantly above the national average.
- From observing lessons and looking at work in pupils' books, it is clear that the tide is beginning to turn. Improvements in pupils' writing and mathematics are evident in some classes across the school. However, on too many occasions, pupils, in particular those of middle ability, are given work that is too easy and does not challenge them to reach the higher levels of which they are more than capable.
- The proportion of disadvantaged pupils and pupils who have SEN and/or disabilities is very low. However, as a result of appropriate use of the additional funding to support these groups of pupils, they make the progress that is expected of them from their starting points.
- The headteacher recognises that outcomes in subjects such as history, geography, design and technology and ICT require improvement. This is because these subjects are not taught in sufficient depth. Pupils are not given enough opportunities to develop their subject knowledge, skills and understanding.
- Pupils achieve well in other subjects in the wider curriculum, such as science, art and PE.
- Children get off to a flying start in the early years. They start in the Reception class with knowledge and skills that are broadly typical for their age. The proportion of children achieving a good level of development is well above the national average, which represents good progress. Pupils leave the early years well prepared for their transition into Year 1.

Early years provision

Good

- The early years provision is a strength of the school. The provision is well led and managed. The early years leader has a good understanding of the strengths of the provision and the priorities for development. For example, she has correctly identified

that boys do not perform as well as girls in reading and writing. Prompt action has been taken. Books are now available in the learning environment which appeal to boys' interests. More emphasis is now put on developing boys' writing and mark-making skills outdoors, using resources such as chalk, brushes, paint and shaving foam. Consequently, boys' reading and writing skills are improving.

- The quality of teaching is good. Teachers are engaging and enthusiastic. They share warm relationships with the children and are attentive to their needs. Children play well together and are respectful to each other. Standards of behaviour are good.
- Children feel safe and secure with the routines that have been established in the early years. The learning environment is inviting and well resourced. Children have ample space to move around freely and learn and play in comfort.
- The teaching of phonics is strong and develops children's knowledge of linking letters to sounds at an age-appropriate level.
- Children's progress is closely tracked and activities provided cover all seven areas of learning. For example, they have a wide range of opportunities to count, identify shapes and solve mathematical problems. A broad range of writing activities are available in independent play areas. Children enjoy a varied range of creative opportunities which encourage them to become imaginative and develop their artistic talents.
- The school has developed positive relationships with parents. Transition arrangements into the early years are effective and include a home visit, if parents wish one. Parents are kept well informed with regard to the progress their children make in the early years.
- At the time of the inspection, there were no breaches to the welfare requirements.

School details

Unique reference number	119617
Local authority	Lancashire
Inspection number	10045173

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Roger Mason
Headteacher	Cathryn Wilkinson
Telephone number	01995 603 023
Website	www.st-mary-st-michael.lancs.sch.uk/
Email address	www.st-mary-st-michael.lancs.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school does not meet requirements on the publication of information with regard to the curriculum, the sport premium funding, the SEN report, performance data and the complaints procedure on its website.
- This school is smaller than the averaged-sized primary school.
- Most pupils are of White British heritage. A small minority are from minority ethnic backgrounds.
- The proportion of disadvantaged pupils supported by the pupil premium is significantly below the national average.
- The proportion of pupils who have SEN and/or disabilities is well below the national average.
- The school meets the government's current floor standards, which set the minimum

expectations for pupils' attainment and progress by the end of key stage 2.

- The school is adjacent to Hummingbirds Nursery. This provision is run by an independent provider and is subject to separate inspection arrangements.

Information about this inspection

- Inspectors observed teaching and learning across all classes in the school.
- Meetings were held with the headteacher, middle leaders, governors and a representative from the local authority.
- Inspectors also talked to pupils from key stages 1 and 2 to seek their views of the school.
- Informal discussions were held with parents as they brought their children to school at the beginning of the day.
- Inspectors listened to pupils read and looked at examples of their work in books and on display.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's own information on pupils' outcomes and reports on the quality of teaching.
- Inspectors took account of the Ofsted online questionnaires completed by 52 parents and 15 staff. Consideration was also given to the 50 free-text responses submitted by parents.

Inspection team

Sheila Iwaskow, lead inspector

Her Majesty's Inspector

Maggie Parker

Ofsted Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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.gov.uk/government/organisations/ofsted.

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2018