

Inspection of St Bernadette's Catholic Primary School

Church Lane, Shevington, Wigan, Lancashire WN6 8BD

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils at St Bernadette's are proud of their school. The vast majority of pupils attend school regularly and enjoy being with their friends. Pupils said that they feel happy, safe and well cared for by staff.

Pupils live out the school's mission statement through their actions and through their interactions with each other. For example, pupils demonstrate a love of learning, and they show care and respect for one another. Pupils also show concern for others by raising money for local charities.

Leaders have high expectations of what pupils can and should achieve. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a carefully constructed curriculum. Typically, pupils achieve well.

Leaders expect pupils to behave appropriately. Most pupils engage fully in their lessons. This includes children in the early years, who become absorbed in learning. Overall, pupils conduct themselves well around the school site. Leaders deal with incidents of bullying quickly and effectively.

Pupils benefit from a range of opportunities that promote their wider development, such as trips, clubs and visitors to the school. Pupils learn about the importance of looking after their emotional and mental well-being. They carry out positions of responsibility diligently, such as being planet protectors, pupil councillors and reading buddies for children in the early years.

What does the school do well and what does it need to do better?

Since the previous inspection, the leadership team has successfully developed and enhanced the curriculum, including in the early years. From the Nursery Year through to Year 6, leaders have designed a well-organised and ambitious curriculum. They have identified the essential knowledge that pupils must learn and in what order it should be taught. Typically, pupils learn well.

Overall, teachers have secure subject knowledge. They successfully use leaders' assessment systems to check what pupils know and remember over time. Teachers are quick to identify any misconceptions that pupils may have. They skilfully adapt the delivery of the curriculum to remedy any gaps in pupils' knowledge.

In most subjects, teachers design appropriate learning activities to deliver new subject content. This helps pupils to build a deep body of knowledge over time in these subjects. On occasion, however, some teachers do not select the most suitable tasks to deliver important topics. Sometimes, this prevents some pupils from learning all that they could.

Leaders assess and identify the additional needs of pupils with SEND quickly and accurately. In most subjects, teachers adapt the delivery of the curriculum well to meet the needs of pupils with SEND. They ensure that pupils with SEND join in with their classmates in all aspects of school life. Pupils with SEND achieve well overall. However, the occasional weaknesses in the design of some learning activities also impact on the learning of a few pupils with SEND.

Pupils start learning to read at the beginning of the Reception Year. Most pupils become fluent readers by the end of Year 2. Leaders quickly identify pupils who have fallen behind with their reading knowledge and make sure that they are supported to catch up. Leaders have cultivated a love of reading, and pupils continue to enjoy reading a wide range of books throughout key stage 2.

There is a calm and orderly atmosphere across the school. Pupils rarely experience any disruption to their learning, and they are attentive in lessons. Staff support pupils, and children in the early years, well to manage their feelings and behaviour. Staff teach children in the early years to take turns and to share equipment with their friends.

Through the curriculum, as well as trips and visits, pupils develop a strong awareness of different cultures and societies. Pupils learn about local history by visiting the museum. They talked confidently about fundamental British values, such as democracy and the rule of law. Pupils are proud that their school council has introduced house points and a new school library.

Leaders offer a range of carefully chosen clubs each half term, such as archery, gardening and tennis. They make sure that these activities are accessible to all pupils, including children in the early years and pupils who are more vulnerable.

Leaders and governors are considerate of staff's workload and well-being. Staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff know how to keep pupils safe. Staff report concerns about pupils' welfare and safety in a diligent way. Leaders with responsibility for safeguarding follow up on any concerns swiftly and make referrals to other agencies when required. Leaders make sure that pupils get the timely support they need.

Pupils learn how to keep themselves safe when online. They learn to recognise and manage situations which may pose a risk to them. Pupils are confident to tell trusted adults if they feel worried about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, sometimes, teachers do not select the most appropriate activities to help pupils, including those with SEND, to learn new knowledge. This prevents some pupils from learning all that they could. Leaders should ensure that teachers choose the most appropriate activities to enable pupils, including those with SEND, to develop an equally deep body of subject knowledge across subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	106508
Local authority	Wigan
Inspection number	10255952
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair of governing body	Christine Mason
Headteacher	Helen Crowder
Website	www.saintbernadettes.wigan.sch.uk
Date of previous inspection	8 and 9 March 2022, under section 8 of the Education Act 2005

Information about this school

- The deputy headteacher has been appointed since the school was last inspected by Ofsted in March 2022.
- The school is part of the Archdiocese of Liverpool. The last section 48 inspection of the school's religious character was in February 2017.
- The governing body oversees the breakfast and after-school club.
- Leaders do not make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, other senior leaders and members of staff. They also spoke with the chair of governors and other members of the governing body.
- Inspectors spoke with representatives of the local authority. Inspectors also spoke with a representative of the Archdiocese of Liverpool.
- Inspectors scrutinised a range of documents, including the single central record and leaders' safeguarding records. Inspectors also considered leaders' self-evaluation documentation and their school improvement plan.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and history. They spoke with subject leaders and teachers, looked at pupils' work and held discussions with pupils. Inspectors visited lessons, listened to some pupils read, and talked with pupils about their work and life at school.
- Inspectors observed pupils' behaviour in classrooms and as they moved around school. They also observed pupils' behaviour at lunchtime. Inspectors spoke with pupils about their experiences at the school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors met parents and carers at the start of the school day.
- Inspectors considered the responses to Ofsted's surveys for staff and pupils.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Ruth Moran, lead inspector	His Majesty's Inspector
Shameem Patel	Ofsted Inspector
Kelly Butler	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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