



# St Mary Magdalene's RC Primary School, Burnley

## Inspection Report

**Unique Reference Number** 119489  
**LEA** Lancashire  
**Inspection number** 280571  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Dave Byrne

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Wellfield Drive
<b>School category</b>	Voluntary aided		Burnley
<b>Age range of pupils</b>	4 to 11		Lancashire, BB12 0JD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 436880
<b>Number on roll</b>	203	<b>Fax number</b>	
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr W Ingham
<b>Date of previous inspection</b>	1 January 2001	<b>Headteacher</b>	Mr Terrence Ferguson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 280571
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors, with the support and cooperation of the headteacher, staff governors and pupils, over a period of two days.

## Description of the school

St. Mary Magdalene School is an average-sized voluntary aided Catholic primary school educating 203 boys and girls. It is situated on the outskirts of Burnley. Pupils' ability on entry is above average. The percentage of pupils eligible for free school meals is well below the national average. The vast majority of pupils are white and English speaking. Very few join or leave the school other than the normal times. There are 16 pupils receiving additional support for special educational needs and 28 are identified as being gifted and talented. All but six pupils are of white ethnicity. The longstanding headteacher is due to retire at the end of the term.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors share the school's own view that it is effective but there are matters that need improvement. Care pervades the school. The pupils are secure, happy and eager to learn. An above-average percentage of pupils reach the expected standards at the ages of 7 and 11 but more able pupils are not challenged enough, and their attainment is not as good as it should be. The long-serving headteacher is held in very high regard by parents and pupils. The staff are committed and the school has a satisfactory capacity to improve. It gives satisfactory value for money.

Pupils' personal development is good. However, although the pupils gain in maturity as they pass through the school, the school does not do enough to involve them in assessing their own progress and taking responsibility for their own learning. As a result the pace of progress, especially for the more able, is too slow.

The school has improved since its last inspection Standards have risen in writing and information and communication technology (ICT) but measures to improve the monitoring of standards, teaching and learning have only been partially successful.

### What the school should do to improve further

- Improve the attainment of more able pupils, particularly in science, by giving pupils more opportunity to think things through for themselves.
- Involve pupils more in assessing their work and setting targets for improvement.
- Improve the monitoring and evaluation of teaching and learning.

## Achievement and standards

### Grade: 3

The school correctly judges that pupils achieve satisfactorily. After making good progress in the Foundation Stage, the large majority of children start Year 1 with standards that are above average. In Key Stages 1 and 2, the large majority of pupils make satisfactory progress and those with learning difficulties make good progress as a result of targeted support. A secure understanding of the basic skills of literacy, numeracy and ICT is created amongst the vast majority of pupils,

The school is very successful in getting pupils to the expected standards for their age but by the end of both Key Stages 1 and 2, more able pupils underachieve. This is because the school does not challenge them enough. Standards in terms of the percentage reaching the expected levels for their age are close to the national average at the end of Year 2 and at the end of Year 6 they are above the national average except in science, where they are average. This is primarily because pupils are rarely expected to think for themselves when performing practical science activities. The school has identified science in Year 6 as an area for improvement. Although attainment is regularly checked to monitor pupils' progress throughout the school and the information is used to set targets, there is not enough demand on the pupils to do more than achieve the expected level. Pupils do well in physical education and they

benefit from good provision in music by all pupils learning to read music and play at least one instrument.

## **Personal development and well-being**

### **Grade: 2**

This is an area of success. The school's evaluation is that pupils' personal development and well-being are good. Inspection evidence confirms this view. Pupils find school enjoyable and that is reflected in very good attendance and punctuality and virtually no unexplained absence. Throughout the school, there is a happy, calm and industrious atmosphere. Good behaviour is the norm and pupils are keen and willing to learn. They are thoughtful and respectful and enthusiastically help others; for example, older pupils help younger ones at playtimes. Good provision in subjects such as music and aspects of art and design contributes to good spiritual development. Pupils have a very good awareness of what is right and what is wrong. They relate very well to one another in all aspects of school life.

Sport and healthy-living are promoted effectively. Pupils enter eagerly into a lunchtime soccer coaching sessions and they participate enthusiastically in inter-school sports. Great care is given to encouraging healthy lifestyles including good diet. Pupils benefit from access to carefully planned, well-cooked and tasty lunches. Pupils are very aware of the importance of behaving safely and sensibly during lessons and when at play. The pupils readily involve themselves in community events such as raising funds for charity. Although pupils develop confidence and self-assurance as a result of their time in school, their ability to learn independently is relatively underdeveloped. The pupils' sound basic skills, combined with their positive attitudes provide them with a good basis for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. They are good in the reception class and for pupils who with special educational needs. The school rates its teaching better than this. The teaching does have a number of strengths. Across the school, lessons are managed and organised consistently. A strong, whole-class teaching style, contributes to pupils learning basic skills. As a result, pupils develop a pride in the way they present their work, and get through a lot of content in each lesson. The interactive whiteboard is used well. However, lessons tend to be planned to meet the needs of the less able and average ability pupils. This, combined with a tendency to over-direct pupils, lowers expectations and limits the progress and achievement of more able pupils. There are strategies to involve pupils in assessing their own progress and setting targets, but they are not used consistently. Also pupils are not required to work independently, for example in doing experiments in science. This reduces the chances of them reaching above average standards. The assessment of pupils' progress is

satisfactory. It is particularly effective in the foundation stage in tailoring activities to children's needs. Elsewhere, it is successful in informing planning to meet the needs of pupils with learning difficulties. The assessment co-ordinator and staff are in the process of developing and improving the way assessment is used to help teacher's planning.

## **Curriculum and other activities**

### **Grade: 3**

The school's curriculum is satisfactory but there is a need for some improvement. Although all subjects are effectively planned for in Years 1 to 6, and the curriculum for the Foundation Stage is relevant and exciting, the planning for more able pupils is relatively weak. Good attention, however, is given to planning for pupils with learning difficulties. Pupils in Key Stage 2 are very lucky in having regular lessons in Italian. Learning is enriched by a good range of educational visits to support various subjects, for example history and geography. Pupils have access to a good range of after-school clubs in which they eagerly participate. There is provision for personal, social and health education and citizenship but it is not systematic and so does not provide opportunities for pupils to think and act on their own. Despite some recent initiatives for pupils to contribute to the running of the school, for example in the fledgling school council, their involvement is relatively underdeveloped.

## **Care, guidance and support**

### **Grade: 2**

The school's judgement that this aspect of its provision is good is strongly supported by inspection findings. The high level of care involves identifying all possible risks, but not inhibiting learning. It ensures that pupils learn in a safe and healthy environment. Good supervision by teachers during lessons and by non-teaching staff at lunchtimes enables pupils to learn and play happily without risk. Pupils talk of feeling secure and they say that they never experience bullying, harassment or racial abuse. The school works in close partnership with parents in these matters.

## **Leadership and management**

### **Grade: 3**

The school considers itself to have good leadership and management. There are, however, some important areas for improvement. The headteacher has created a strong ethos of care and an enjoyment within an orderly, calm and purposeful environment. This underlies pupils' attainment. Good management of the Foundation Stage gives children a good start and throughout the school the needs of those with learning difficulties are managed effectively. However, despite keeping a register of gifted and talented pupils, the management of more able pupils does not ensure that their needs are met. The school accurately identifies most of its strengths and weaknesses but the role of subject leaders and senior staff needs to be further developed in order to raise the achievement of the more-able, and to enable pupils to gain more independence

in their learning. An effective governing body backs the school to the hilt. It ensures that finances are well managed and works closely with the headteacher so that resources are used effectively and so that a clear educational direction is maintained. The views of parents, the vast majority of whom are very satisfied with the school, are included when constructing the school's annual plan for improvement. The current management has a satisfactory capacity to improve the school, but with further development, it could be more effective in moving the school forward.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	No
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London WC2B 6SE

T 0207 421 6800

F 0207 421 6707

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

St Mary Magdalene's Roman Catholic Primary School, Burnley

Wellfield Drive

Burnley

Lancashire

BB12 0JD

30th September 2005

Dear pupils,

It was a delight to visit your school. Everyone is very friendly and helpful. We enjoyed talking with you and sharing some of your lessons. It is good to see that so many of you enjoy sport and are trying to keep healthy by eating sensibly. Your school meals are really good, and it was most enjoyable sharing lunch with you. I must thank those of you who helped to tidy away all the dishes and cutlery.

It is good to see that you take pride in your work. We thought that most of you try hard. You clearly like your teachers and enjoy lessons and are lucky to go to a school that is so caring. All the adults are kind and only have your interests at heart. Your headteacher cares for you all and knows you all very well.

What we liked most about your school:

You are well behaved and do your best to listen to teachers and help others.

The way that all of you read, write and do mathematics competently.

How the school does well to help those of you who find some lessons difficult.

The way the school asks parents to get involved in helping you and in supporting the school.

The chances you have to represent the school in sports and the many opportunities you have to go to after-school clubs.

What we have asked the school to make better:

Improve aspects of science.

Give more help to those of you who find some work easy.

Give you more opportunities to get involved in considering how well you are doing.

Warmest wishes to you all,

David Byrne and Carole Cressey (The inspection team)

Annex B