



# St Jude's Catholic Primary School Wigan

Inspection Report

**Unique Reference Number** 130384  
**LEA** Wigan  
**Inspection number** 282140  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Mrs Marie Cordey CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Worsley Mesnes Drive
<b>School category</b>	Voluntary aided		Worsley Mesnes
<b>Age range of pupils</b>	3 to 11		Wigan, Lancashire WN3 5AN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01942 204091
<b>Number on roll</b>	220	<b>Fax number</b>	01942 513364
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr R Unsworth
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs J Booth

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 1 March 2006 - 2 March 2006	<b>Inspection number</b> 282140
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an average-sized primary school situated in a relatively disadvantaged area. Eligibility for free school meals is broadly average and most pupils start school with average knowledge and skills although their language and communication skills are lower. The vast majority of the pupils are white British. The proportion of pupils on the school's register of additional learning needs is above average but a below average proportion has a statement of special educational need. There has been considerable staff turbulence over the last two years.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides good value for money. Progress since the last inspection has been good and the school has a good capacity to improve further. The Catholic ethos permeates the school and spirituality is outstanding. Pupils are reflective and look after each other, which follows the example set by the school. Parents value the school highly. Despite some years of staffing turbulence and amalgamation with a local school, pupils are now making good progress. They are achieving well because of the headteacher's very good leadership and direction, good teaching and learning, and the good care, guidance and support that the school provides. Pupils enjoy coming to school and thanks to successful strategies to improve attendance it is now above average. Pupils' personal development is good because of the responsibility pupils are given and the high expectations of their behaviour and attitudes by the teaching and support staff.

Leadership and management at all levels are good and contribute to improved achievement. New appointments, particularly in science and mathematics, have contributed to a sharper focus in teaching and planning. The local authority have supported the development of writing in Key Stage 2 and this emphasis has now spread to Key Stage 1. The leadership of the headteacher is instrumental in managing the absence of key staff so that pupils can thrive. Governors provide good support for the school's work and hold the school to account. The extensive system of monitoring performance, for all groups, has contributed to improving achievement but its use is in the early stages for Key Stage 1 because of the school's priority in concentrating on achievement in Year 6. The school is well placed to improve even further.

### What the school should do to improve further

- Further improve achievement in writing throughout the school but more especially in Key Stage 1.
- Extend the use of information about pupils' progress to set more ambitious targets and plan further improvement.

## Achievement and standards

### Grade: 2

Pupils enter the school with broadly average standards, although their communication, language and literacy and personal, social and emotional development is lower. They make good progress in the Foundation Stage because of the good teaching, care and support that they receive.

Results in national tests at the end of Year 2 and Year 6 over recent years have fluctuated and indicate that pupils have not been doing as well as they should particularly in writing in Key Stage 1 and science in Key Stage 2. Higher attaining pupils were also not doing well enough. Inspection evidence and the school's detailed performance data show that this is no longer the case. One of the key features of this

improvement has been through better teaching and the use of pupil assessments. Although standards in Year 2 are broadly average overall, they are slightly above average in mathematics and close to average in reading. Writing is the area where pupils perform worst, especially in Year 2, and this has been a strong focus for improvement. Inspection evidence shows that writing is improving and pupils are making good progress in relation to their earlier standards.

Pupils are achieving well in Years 3 to 6 because of good teaching and support that is matched closely to pupils' needs. The standards of work seen in Year 6 are above average in all the core subjects and reflect a significant improvement in science. The progress older pupils make in English puts them in the top 10 per cent in the country. Pupils are on course to meet the school's challenging targets. Outstanding teaching of Year 6 mathematics has further improved numeracy standards, especially for higher attaining pupils.

Pupils with additional learning needs and/or disabilities are well supported to make good progress, as are now the higher attaining pupils.

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

### **Grade: 2**

Personal development and well-being is a strength of the school. Pupils enjoy coming to school and are well prepared for the future. They work hard in lessons and share and co-operate very well. They understand right from wrong and behave well in lessons, in the playground and around the school. They are polite and courteous to each other and to visitors. The thriving school council provides good opportunities for the children to take responsibility and develop an understanding of citizenship. They are particularly proud of their successful input into providing equipment for the playground and the improvements to the toilets. Their spiritual moral social and cultural development is good overall and spirituality is outstanding. Assemblies are uplifting and pupils both enjoy them and reflect upon the issues raised. Collective worship makes a strong contribution to the catholic ethos and encourages pupils to reflect on values such as fairness and caring for others. The school recognises the need to develop multicultural awareness further, particularly in Key Stage 2. Pupils are encouraged to take regular exercise and they are aware of the value of healthy eating. However, the school's lunchtime healthy options menu is narrow. The school has worked hard to improve attendance and this is now above average but the small number of holidays taken in school time prevents it from improving further.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and includes some outstanding teaching. Relationships between teachers and pupils are positive and caring. The pupils' attitudes and behaviour are good because they are respected and valued. Pupils thrive in response

to their teacher's high expectations of work and commitment. Outstanding displays of work celebrate pupils' achievement and contribute to clean and attractive learning areas. Lessons are well planned and supported to meet the needs of the pupils with a range of attainment. The teachers are keen and knowledgeable and pupils respond enthusiastically. In some outstanding mathematics lessons in Year 6 pupils work furiously, they know exactly what they are doing and why, and they assess what they have learned with pride and a strong sense of achievement. Occasionally, the pupils are not given the chance to be actively involved because teachers spend too long introducing their work. When this happens the pupils are less attentive and focused on work and progress slows. However, lessons are generally well planned to meet the needs of all the pupils and learning support staff provide good support for pupils with learning difficulties and/or disabilities. Staffing changes and improved assessment have played a significant part in improving progress. Pupils are generally aware of how they are doing and what they need to do in order to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and is well matched to the needs of the pupils. It is effectively planned and organised to build on previous learning and extend knowledge. The school has accurately identified the need for a strong emphasis on the core subjects and this is helping to maintain the above average standards in English and mathematics. More opportunities are now available for investigative work in science and mathematics and their effectiveness and contribution to pupils' enjoyment is being carefully monitored. Improved resources have contributed to good provision for the development of information and communication technology (ICT) skills. Pupils' enjoyment of learning is stimulated by the variety of opportunities, which are open to them, particularly in the Arts, where specialist teaching further enriches the curriculum. Themed weeks, including for instance the 'Life Education Centre' visits, promote healthy lifestyles and develop self-esteem. A good range of extracurricular experiences including sport, the arts, visits and booster classes enriches pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. This is a caring school that provides a happy and secure environment for all the pupils. They enjoy coming to school and feel safe; as one pupil said, 'This is a friendly place where teachers help you and lessons are fun.' The good level of care is reflected in the thoroughness of health and safety checks. Risk assessments are in place and all staff understand child protection procedures. Pupils who are at risk are quickly identified and supported, and files are secure and confidential. The school works successfully with outside agencies. Pupils feel confident that there is always an adult on hand to ease any problem or anxiety which they may have. Parents overwhelmingly agree that this is a very safe place for their children to be. Staff know the children well, and academic and social development is monitored to support pupil progress but could be more rigorous and challenging.

## Leadership and management

### Grade: 2

Leadership and management are good and help the pupils to make good progress. The headteacher and new senior teachers provide very strong, clear leadership that has been successful in enabling change and driving up standards, whilst managing considerable staffing turbulence. Under their guidance subject leadership is developing well.

Standards of work seen are rapidly improving and higher than in 2005 and progress is now good. Much work has been put into improving the overall quality of teaching and learning, particularly by adapting lessons better to pupils' learning needs. This has succeeded in driving up standards in lessons, which have clear objectives and structure. In addition, considerable work has been done to improve pupils' ICT skills through careful planning and improved resources.

Parents are involved in their child's learning, and responses to questionnaires show strong support for the school. Good use is made of links with other agencies to enhance the school's provision. In particular, the local authority has supported improvements in English and mathematics and is making a range of packages available to support learning in science.

The senior leadership team and the governing body have recently improved their grasp of the strengths and weaknesses of the school, this is now good. Largely accurate self-evaluation, though cautious, is firmly based on systematic monitoring of quality and performance in all aspects of the school's work. The school improvement plan focuses sharply on pupils' needs and sets a clear direction for the school's continued development. Governors are well informed and able to hold the school rigorously to account for its performance.

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## 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>
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### 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>	2	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	2	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	2	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>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	Yes
<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**

Thank you for welcoming us to your school; you were very friendly and looked after us well. We would like to share with you what we thought of your school.

- You like being at St. Jude's and your parents and people in the community value the school highly.
- You work hard and make good progress.
- We think your behaviour and attitudes are good because of the way you look after each other, work hard in lessons and care about people.
- We think that you act very responsibly and your suggestions for improving the school playground and the toilets have produced good results.
- You enjoy your lessons and you learn well because teaching is good.
- Your headteacher, teachers and support staff have worked successfully to improve your school and want to improve it even more.

What we have asked your school to do now.

- We want you to do better in writing in Year 2.
- We have asked school leaders to get together with your headteacher to check how you are doing, especially in Key Stage 1, so that they can plan for you to improve even more.