

# Burscough Bridge St John's Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	119376
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291401
<b>Inspection dates</b>	27–28 March 2007
<b>Reporting inspector</b>	Shirley Herring

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	193
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	
<b>Headteacher</b>	Mrs Karen Cartwright
<b>Date of previous school inspection</b>	1 May 2002
<b>School address</b>	School Lane Burscough Ormskirk Lancashire L40 4AE
<b>Telephone number</b>	01704 893323
<b>Fax number</b>	01704 893323

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	27–28 March 2007
<b>Inspection number</b>	291401

---

© Crown copyright 2007

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.

## Description of the school

St John's is a smaller than average school that has seven single-age classes. It serves an area of broadly average social mix. The proportion of pupils with learning difficulties and/or disabilities is below average, though that of pupils with a statement of special educational need is comparatively high. Most pupils are White British and the number of pupils for whom English is an additional language is low. The attainment of children starting school in Reception is typical for their age. The school has links with the church, the local high school and a local cluster of schools. It also takes teaching and child-care students from local colleges. There is an after school club, which is being inspected separately.

## 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. Many parents speak of how much their children enjoy all it has to offer. Pupils benefit from good levels of care and guidance, skilled teaching, effective leadership and management and a good curriculum. Provision for children in the Foundation Stage is good. A particular strength is the very good induction programme before children begin school so they settle happily from the start.

Personal development is good and pupils are considerate to others. They say they feel safe and secure and they have a good awareness of how to stay healthy. They make a good contribution to the school community through being members of the school council and on a wider scale they have productive links with a school in Zambia. They achieve good standards in basic skills, which prepare them well for the future.

Pupils make good progress during their time in school because they are taught well. Children enter Reception with skills that are similar to those expected for their age. Good teaching in the Reception class enables the vast majority to achieve the recommended goals in all areas of learning by the time they enter Year 1. They achieve well in Key Stage 1 and standards are above average by the end of Year 2. In the 2006 national tests in Year 6, standards were above average overall. They were well above average in English because of the success of the school's strategies to improve reading and writing. The proportion of pupils achieving the expected Level 4 in mathematics and science was above average, though fewer than could be expected achieved the higher Level 5 in mathematics. Some girls do not achieve as well as they can in mathematics and science because of a lack of confidence, particularly in solving problems. Pupils with learning difficulties and/or disabilities receive good support and guidance and so they achieve well. Close and beneficial links with a wide range of outside organisations, for example, with the local high school, extend the facilities and expertise available for the teaching of science.

Leadership and management are good and underpin the good provision within the school. The school's systematic evaluation of its work is accurate in most respects, though its judgement on the quality of pupils' personal development is a little generous. The actions taken by the school to address the identified weaknesses in reading and writing have led to a good improvement in standards in English. More recent actions to improve mathematics have not had sufficient time to raise achievement for higher attaining pupils.

The school has improved since the last inspection; for example, in the provision in the Foundation Stage and in better standards for English. The school has a good capacity to improve further and gives good value for money.

### What the school should do to improve further

- Raise the achievement of more able pupils in mathematics.
- Explore further ways to improve the confidence of girls in mathematics and science.

## Achievement and standards

### Grade: 2

Standards are above average and pupils achieve well. Throughout the school, pupils with learning difficulties and/or disabilities achieve well because of the good level of support they receive, but at times higher attainers could do better.

After starting school with standards that are typical for their age, children make good progress in Reception. Most achieve the national expectations by the time they enter Year 1. They do particularly well in developing personal and social skills because of the high expectations for behaviour and independence.

In Key Stage 1, there have been considerable variations in standards over the last five years. In 2006, teacher assessments show that standards were slightly above average and pupils achieved well. In the Key Stage 2 national tests, standards in 2006 were above average overall. In English, standards were well above average reflecting the success of the school's strategies to raise standards in reading and writing. In mathematics, however, not enough pupils reached the higher Level 5. This is due in part to a lack of challenge usually given through problem solving activities. Boys tend to do better than girls in mathematics and science. Concerted actions taken by the school to improve girls' performance are improving their progress in lessons.

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

### **Grade: 2**

Personal development and well-being are good and attendance is above average. Pupils demonstrate caring attitudes towards each other and are unaware of any bullying or unacceptable behaviour. All new pupils are warmly welcomed and so they settle happily into the school environment. Pupils are courteous and polite and overwhelmingly supportive of school. According to several pupils they enjoy their learning and want to achieve well 'because school is fun'. Pupils have a positive attitude to learning and concentrate well. Some girls are not so confident in their approach to mathematics, which is limiting their progress.

Spiritual, moral, social, and cultural development is good. Pupils clearly understand the needs of others and several expressed their feelings sensitively about major world issues and compared their own lives with those who are impoverished. Through the school's relationship with a school in Zambia, they learn that some people live and work in ways that are different from themselves. Pupils make a good contribution to the school community. They take their responsibilities seriously and express their views well, particularly through the school council.

Through the good programme for personal, social and health education (PSHE) pupils know how to keep themselves safe and healthy and are aware of the dangers of taking non-prescription medicines. The high priority placed on personal, social and emotional development in the Foundation Stage means that children develop independence and a good attitude to school from an early age. Throughout the school, pupils learn to work productively together and to solve problems through 'talking partners'. Together with the development of good, basic literacy, numeracy and computing skills, they are well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are well planned and interesting so pupils are keen to learn. A strong feature of the teaching is the exceptional teamwork between teachers and support staff, which provides a good example for pupils. All adults are involved in planning work so that learning assistants can give well-informed and high quality support to their group to help them learn well. Assessment systems are generally good and are used effectively to plan future work. In the parts of lessons where pupils are working independently, tasks are

usually well matched to individual needs. However, in some lessons, the introductory session for the whole class goes on too long and the work is not sufficiently challenging for the more able pupils, particularly in mathematics. Consequently, more able pupils do not always achieve as well as they can in mathematics. Work is regularly marked but there is some inconsistency between classes in how much guidance pupils receive on how to improve their work. Increasingly, pupils are involved in the marking of their own work, which shows them more effectively how they can improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Every effort is made to make activities interesting so pupils enjoy school and learn well. The curriculum in the Foundation Stage is good. It is firmly based on purposeful and practical activities that show a good understanding of how young children learn. In Key Stages 1 and 2, the varied and focused approach to teaching reading and writing, including planned opportunities for writing in other subjects, has resulted in pupils achieving high standards in English. The school has introduced a more practical approach to learning in mathematics, and there are encouraging signs that this is helping to improve pupils' progress and their enjoyment and understanding. The curriculum is enhanced by the contribution of specialist teachers; pupils are taught Spanish and pupils in Year 6 visit the local high school regularly to have lessons in the science laboratories.

Many additional activities are available to widen pupils' interests and experiences, including a skipping workshop and a web club. Pupils visit local places of interest, for example Bolton Museum, and older pupils stay for three days at an activity centre in Cumbria.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The health and safety of all pupils are paramount and all necessary child protection and safeguarding requirements are in place. A recently introduced personal, social and health education programme has been received enthusiastically and is proving to be effective in supporting pupils' personal development. The school is keen to ensure that all pupils, including those with learning difficulties and/or disabilities are included in all aspects of school life. Any pupil who needs additional help is identified at an early stage and high quality support is provided so most achieve well.

Pupils have useful targets to guide their learning and help them improve academically and personally. Whenever required, the school's learning support team work closely with a range of medical and educational specialists to provide specific advice and resources.

## **Leadership and management**

### **Grade: 2**

The school is led and managed well. The headteacher respects the views and contributions of all the staff and this successfully encourages a strong sense of teamwork, which helps to make school a happy, caring and secure place for pupils. Recently, strengthened links with the adjacent church have enhanced pupils' good personal development.

The school analyses its work systematically to identify areas for improvement. The leadership team formulated a comprehensive plan to address the identified weaknesses in reading and writing across the whole school, resulting in much improved standards in English in the most recent national tests in Year 6. The school's latest actions to address weaknesses in the achievement of higher attaining pupils in mathematics are improving their progress in lessons.

Governance is sound. The governors are becoming increasingly aware of the work of the school through links with subject coordinators and improved information about national tests. They have played an important part in planning and organising the imminent new building improvements.

**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).**



## Annex A

## 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>
--	-----------------------

### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

29 March 2007

Dear Pupils

Inspection of Burscough Bridge St John's Church of England Primary School, Lancashire, L40 4AE

Thank you for making us so welcome when we visited your school; we agree with you that it is a good school and an enjoyable place to be.

We think that you learn a lot in school because you are taught well. In every lesson we came in, it was clear that all the adults care for you and give you the help you need. You play your part by working hard. We were particularly impressed by your good behaviour and attitude to learning, and the way you look after each other. The school council takes its responsibilities seriously and works hard on your behalf.

You do very well in English, in lessons and in the national tests. To make your school even better we have asked the teachers to give some of you more difficult questions in mathematics lessons so that more of you can achieve a Level 5. We have asked teachers to help all of you to feel confident in mathematics and science.

We hope you enjoy the improvements to the building when they are completed.

Yours sincerely

Mrs Shirley Herring

Lead inspector