



Burscough Lordsgate Township Church of England Primary School

Inspection Report

Unique Reference Number 119481
Local Authority Lancashire
Inspection number 291433
Inspection dates 6–7 March 2007
Reporting inspector Jennie Platt

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

Type of school	Primary	School address	Lordsgate Drive
School category	Voluntary aided		Burscough, Ormskirk
Age range of pupils	4–11		Lancashire, L40 7RS
Gender of pupils	Mixed	Telephone number	01704 892374
Number on roll (school)	210	Fax number	01704 897783
Appropriate authority	The governing body	Chair	Mr Brian Donnelly
		Headteacher	Mrs Susan Merry
Date of previous school inspection	1 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized school. It is situated in a semi-rural location which socially and economically is similar to the national picture. A below average proportion of pupils receive free school meals. Virtually all pupils are White British and no pupil has English as an additional language. During Key Stage 2 a number of pupils transfer from other schools. The proportion of pupils with learning difficulties and disabilities is broadly average. An approved club has 69 children registered for out-of-school care.

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 with some outstanding features. Parents' views are exceedingly positive. As one parent said, 'All staff and pupils are extremely helpful and pleasant and pupils work in a stimulating atmosphere.' A measure of the pupils' enjoyment of school is the above average level of attendance. This is a very caring school and this contributes to pupils' good relationships and genuine desire to help others. A mass of thank you letters show the considerable funds raised for many charities. Pupils say they feel secure and they have a good understanding of keeping safe. Pupils clearly appreciate the need to keep healthy. This is recognised by the school's achievement of the National Healthy Schools Award as well as being one of the few in the country to have gained Active Mark Gold. Behaviour is excellent and pupils work co-operatively together. At break times the interaction between boys and girls and younger and older pupils is outstanding. Pupils have an excellent understanding of their role in the school and wider community. They write comments on leaves to place on their 'sustainable tree' showing a clear understanding of caring for the environment. Pupils' excellent approach to their work, combined with well developed literacy and numeracy skills, means they are extremely well prepared for the future.

Effective teaching leads to good overall achievement. Provision in the Foundation Stage is satisfactory and children make sound progress to reach the learning goals expected for their age. The pace of lessons is sometimes too slow and tasks are not always set at the correct level to make sure all of the children make the progress of which they are capable. Learning accelerates in Key Stages 1 and 2 because teaching is good. Expectations are high and lessons are imaginative. As a result, standards in Year 2 are above average in reading, writing and mathematics and have been so for several years. Results of national tests in Year 6 show standards are above average in English and science and many pupils exceed the level expected for their age. In mathematics, progress is satisfactory with many pupils reaching the expected level although few exceed this. Pupils lack confidence when using their number skills to solve problems.

The curriculum is good and enriches pupils' learning. It is embellished by an outstanding range and number of activities outside school hours. Special events include the popular One World week which broadens pupils' horizons as well as being enjoyed by all.

Leadership and management are good. There is no doubt that the school's progress is attributable to the headteacher's excellent leadership. Her enthusiasm and vision extend beyond the classroom and she has earned the respect of many associated with the school. All are determined to provide the best for the pupils. Subject managers lead their subjects effectively. Governance is good and the school has an accurate picture of what is working well and what needs attention because they evaluate carefully and make good use of all available information. This clarity of vision for the future and the strong team of staff ensure that the capacity to improve is good.

What the school should do to improve further

- Raise achievement in the Foundation Stage
- Develop pupils' confidence in problem solving in mathematics

Achievement and standards

Grade: 2

Overall achievement is good. From an average level of attainment when pupils begin school, they make good progress and standards when they leave school are above average. Children make satisfactory progress in the Foundation Stage so that by the end of Reception most children reach the learning goals expected for their age in all areas of learning. Higher attaining children make good progress but tasks are not always sufficiently challenging for others and some could make even better progress.

Good teaching in Key Stage 1 leads to above average standards at the end of Year 2 in reading, writing and mathematics. Teachers' assessments show standards have been high for the last three years. Results of national tests fluctuate more at the end of Key Stage 2 because of the number of pupils who join the school at different times between Years 3 and 6. School data make it clear that achievement for pupils who have been in school for all of Key Stage 2 is good. Standards in English and science are above average. Science is a strength in the school because of the focus on investigation: many pupils have the skills to follow their own lines of enquiry. Standards in English are above average. Writing is not as strong as reading in which a high number of pupils exceed the expected level. Pupils make satisfactory progress in mathematics and reach average standards but few reach the higher Level 5 and many lack confidence when solving problems. New approaches are starting to raise standards in the early part of Key Stage 2. The school exceeded its challenging target in English in 2006 but just missed it in mathematics and this is the school's current priority.

Assessment data show that pupils with learning difficulties and disabilities make good progress. Girls and boys do equally well.

Personal development and well-being

Grade: 1

Personal development, including pupils' spiritual, moral, social and cultural development, is outstanding because it is given a very high priority in daily life. Consequently, behaviour is excellent and Year 6 pupils are mature, sensible and confident members of the school community. Pupils enjoy school because, as one pupil said, 'The school and all the people here are really friendly.' As a result, attendance is above average. Pupils feel very safe because staff are approachable and help is readily available. The contribution pupils make to the local and wider community is excellent. They support many church and community events and enthusiastically organise fundraising events. They have an excellent understanding of environmental issues and strive to recycle and save energy. Strong links with India and America make pupils aware of how children from very different cultures live. The atmosphere at break

times is extremely pleasant because all play happily together. It is a delight to see how older pupils organise games for the younger ones. Many activities are energetic and this contributes to pupils' determination to keep fit and stay healthy. The headteacher describes the school as 'pupils' home for the day' and as such pupils respect it and are eager to help with daily tasks. School councillors are proud of their role in improving the school for everyone. Good academic and social skills give pupils an excellent basis for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers make lessons lively and interesting so pupils concentrate and enjoy learning. Good relationships help teachers to organise and manage lessons effectively so that they run smoothly. Often in Key Stages 1 and 2 there is a pace and urgency in lessons that captures pupils' enthusiasm and accelerates learning. High expectations and the focus on practical activities enhance learning in science. In Key Stage 2 numeracy lessons, the match of work to pupils' abilities is not always accurate and some pupils need more support because they are insecure when handling numbers to solve problems. The recently introduced whole school approach to problem solving is starting to reap benefits and greater confidence can be seen in lessons. Children enjoy learning in the Foundation Stage because of the variety of activities. However, the pace of lessons is not always fast enough for the different abilities in the class and adults do not always give the required support to enable children to learn effectively. Throughout the school a strong emphasis on professional development means teachers are knowledgeable about what they teach. Marking is good and pupils appreciate the comments that tell them how to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides exciting opportunities and includes strengths in art and design, music and physical education. Literacy, numeracy and information and communication technology are used well across the curriculum. This adds purpose to learning by linking subjects in a meaningful way. The curriculum is adapted well to meet the needs of all groups of learners, including those with learning difficulties. Local secondary schools supply additional expertise in science, mathematics and physical education and this provides well for all pupils, especially the gifted and talented. Children in the Foundation Stage have a balanced range of activities in all areas of learning. The school recognises that use of the new outdoor facility is only just developing. Photographs and trophies show the excellent range of activities which boost pupils' interest and enthusiasm for school.

Care, guidance and support

Grade: 2

This is a very caring school. Essential safety checks are carried out. Adults are checked as to their suitability to work with children and child protection procedures are well established. Carefully planned provision for personal development helps pupils flourish and become confident learners. Excellent links with outside agencies and parents effectively support pupils' well-being, particularly those with learning difficulties. Monitoring of pupils' progress is good and has improved with termly assessments which mean that any underachievement is now picked up earlier and extra help directed to where it

is most needed. Assessment is detailed in the Foundation Stage. However, information is not being used effectively to identify areas of learning which need attention or to track children's progress and make sure all are making enough progress. The school has introduced good systems for pupils to assess their own learning and many know what they need to do to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an excellent leader and works tirelessly to support staff and pupils. All involved are focused on raising standards as well as providing a rich and stimulating education for the pupils. As a result, improvement since the last inspection has been good and overall achievement is good.

School self-evaluation is reflective and challenging. All staff and governors play a part in checking the school has a clear and accurate view of its strengths and areas to improve. Systems for monitoring performance are good. Prompt action is taken when a weakness is spotted. The effect of this can be seen in the improvement in writing following the introduction of booklets showing pupils how to make their writing better. Subject leaders manage their subjects effectively and their evaluations contribute to the identification of priorities for the school development plan. Actions are clear and linked well to raising standards but it is not always clear how success will be measured. Governance is good. Governors are supportive and well informed. They are working hard to improve the accommodation and provide more space in some of the smaller classrooms.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

Burscough Lordsgate Township Church of England Primary School

Lordsgate Drive

Burscough

Ormskirk

Lancashire

L40 7RS

12 March 2007

Dear Pupils

Thank you very much for your help when we visited your school. We enjoyed our visit and appreciated your friendliness and the kindness you showed to us. Your parents are correct that this is a good school. You make good progress because you work hard and are eager to please your teachers. Your behaviour is excellent and it was a delight to watch you play together at break and lunch times. You are very energetic and know that it is important to keep fit and healthy. Congratulations to everyone for the large amount of money you raise for charities. This shows how much you care for others, not only in school but in other countries.

Your headteacher, staff and governors are full of ideas to keep your school improving. We enjoyed using one of your new rooms and know more building is planned to give you more space. You all do really well in science, English and in most aspects of mathematics although some of you need more help to solve problems. Listen carefully to your teachers because they know how to help you overcome this difficulty. Children in the Reception class enjoy themselves and do well, and we think some could make even more progress.

Your teachers provide an outstanding variety of clubs and visits to make your school exciting. We are sure these will provide you with many happy memories of your time at Lordsgate. We wish you well for the future.

Yours sincerely

Mrs J E Platt and Mrs K MacArthur

Inspectors