



# St Clare's Catholic Primary School, Preston

## Inspection Report

**Unique Reference Number** 119587  
**Local Authority** Lancashire  
**Inspection number** 291472  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Dave Byrne

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

<b>Type of school</b>	Primary	<b>School address</b>	Sharoe Green Lane North
<b>School category</b>	Voluntary aided		Fulwood, Preston
<b>Age range of pupils</b>	4–11		Lancashire, PR2 9HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 787037
<b>Number on roll (school)</b>	255	<b>Fax number</b>	01772 787016
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Father M Lakeland
		<b>Headteacher</b>	Mr M Purcell
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 4–11	<b>Inspection dates</b> 20–21 September 2006	<b>Inspection number</b> 291472
--------------------------	---	------------------------------------

---

© 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 three Additional Inspectors.

## **Description of the school**

This is an average sized primary school that serves mostly advantaged pupils. Their attainment when they start school is above average. Around a tenth of pupils are from a diverse range of ethnic backgrounds and have English as an additional language. Although the percentage with learning and behavioural difficulties is below average, there is an above average proportion with statements of special educational need.

## **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 several outstanding features. As a result of good management, outstanding leadership by the headteacher and good teaching pupils achieve very high standards. Everyone smiles in the school. Both adults and pupils are happy and enjoy their time at St Clare's. This is because of the outstanding level of care that pervades everything that the school does. As one parent so accurately described it, 'Nothing is too much for this school!'

Pupils' personal development is outstanding. They develop exemplary levels of spiritual, moral, social and cultural development. This contributes to their excellent behaviour, a love of learning and high levels of respect for others. A good start in the Foundation Stage and high expectations of pupils in Years 1 to 6 results in pupils making good progress across the school. This good progress also applies to the minority of pupils with learning and behavioural difficulties and English as an additional language.

In 2005, standards were well above average in both Years 2 and 6. These very good results match those gained in each of the last five years and are even higher in 2006. Pupils are very articulate, read to a high level and produce good quality writing. They develop an advanced knowledge and understanding of mathematics and have a good knowledge of science. In addition, pupils develop a mature understanding of history and a significant number acquire good skills in music. There are still, however, some areas where pupils could do even better. Even though there is a good curriculum which generally excites and motivates pupils, they have few opportunities to develop imaginative writing across the curriculum. In the Foundation Stage, children could be more involved in making choices in their learning. Even though more able pupils are fully challenged in English, mathematics and science, pupils' talents in other subjects are not always fully developed.

There is a real family feel to the school, with everyone looking out for each other. These qualities, coupled with good links with the local community, contribute to pupils' learning. They are fully aware of the choices needed to keep healthy and safe and are aware of the needs of others who are less fortunate than themselves. Considerable efforts are made by them to raise money for charities, for example, by creating, publishing and selling the school newspaper, 'St Clare's Delivery'.

The headteacher is at the heart of all that happens at St Clare's. He is respected by everyone associated with the school; as one parent put it, 'He is adored by the children'. Alongside his care and genuine concern for pupils, he maintains a close eye on their academic performance so that they get the best start in life. He is supported by an excellent governing body who work with the school in striving for improvement. The school is much better than it was at its last inspection and has a good capacity to continue to improve.

### What the school should do to improve further

- Have higher expectations for children in Reception to make choices in their learning.

- Broaden opportunities for pupils to apply their writing to new and challenging situations.
- Refine the provision for gifted and talented pupils in non-core subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well during their time in the school because of good teaching and effective leadership and management. After joining Reception with above average skills and knowledge for their age, pupils make good progress and maintain these high standards into Year 1. Pupils with learning and behavioural difficulties and those with English as an additional language progress as well as their classmates. Pupils are very articulate and confidently use a wide vocabulary.

In national tests in 2005, a high percentage of Year 2 pupils reached very high standards in both reading and mathematics. In the same year, high standards were also reached in Year 6, with a particularly high percentage of pupils gaining the higher Level 5 in mathematics and science. These test results typify the pupils' strong performance in the national tests over the last five years. In 2006, this good picture was strengthened with even better test results. The potential of the more able pupils is usually achieved in English, mathematics and science but not always in other subjects. Whilst standards in writing are well above average, pupils could do even better if they had more opportunity to apply their skills to writing in a variety of ways and in all subjects. Strengths exist in pupils' performance in history and music.

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

### **Grade: 1**

Personal development is outstanding. Pupils are filled with pride in everything they do. Exemplary behaviour, enormous enthusiasm for learning and a great awareness of the needs of others, mean that the vast majority of pupils thrive and enjoy school. As one Year 6 pupil stated, 'This is a great school which is good fun'; this sense of enjoyment contributes to the well above average attendance. Pupils take responsibility for aspects of the school's day-to-day life and the pupils' views are valued through the school council. Pupils' spiritual, moral, social and cultural development is exceptionally well developed. They know right from wrong and treat others with respect to the extent that they celebrate differences in cultures and faiths. The way that older pupils support and help younger ones, for example, at lunchtime, typifies the unselfish attitudes of pupils throughout the school. Pupils are very well prepared for their future educational and economic lives because of the good basic skills they acquire and their very good social skills.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good overall with strengths in developing the basic skills of English, mathematics and science. Throughout the school, warm and trusting relationships promote respect and encourage learning. In the Foundation Stage, good attention is given to extending children's skills of communication, language and literacy and mathematics but expectations for them to make choices in their learning are not high enough. Across the school, the vast majority of lessons are planned well to meet every pupil's needs. They are well organised, effectively managed and often imaginative. Increasingly, the use of information and communication technology (ICT) brings lessons alive and supports learning. Not enough opportunities are planned for pupils to apply and improve their writing skills in subjects other than English. Good use of assessment helps teachers to meet the individual needs of all pupils, especially in English, mathematics and science. In other subjects, the needs of the small minority of gifted and talented pupils are not, however, systematically identified and catered for.

### Curriculum and other activities

#### Grade: 2

The curriculum is effectively planned to promote high standards in English, mathematics and science. There is room for more planned opportunities for pupils to apply their very good basic skills, particularly in writing. Good provision is made for pupils with learning and behavioural difficulties and also for those with English as an additional language. Good provision in music in Year 4, results in every pupil learning a musical instrument. The curriculum is not refined enough to fully meet the needs of those who have gifts and talents in, for example, the arts or physical education. A good range of extra-curricular clubs successfully enriches learning and the formal curriculum is enhanced by the inclusion of French.

### Care, guidance and support

#### Grade: 1

The school provides an outstanding level of care, guidance and support for pupils' educational and personal development. This has a very positive impact on the pupils' progress. To quote one Year 6 pupil, 'Every one looks after you!' The school works very closely with parents and outside agencies to support pupils with learning and behavioural difficulties and to make sure that pupils with English as an additional language get the support they need. Parents rate the levels of care very highly, 'We are thrilled to bits with pastoral care and it is very inclusive'. Assessment is an effective tool for supporting and guiding pupils' academic development, particularly in English and mathematics. Pupils are actively involved in assessing and evaluating their own work. Consequently, they have a good understanding of what it is they need to do to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. The headteacher is at the heart of all that the school does and provides outstanding leadership. He is held in high regard by staff, parents and pupils alike. Together with an effective senior leadership team, and well managed staff, he has ensured that the school has maintained high standards for many years, both in terms of academic and personal development. Despite this success, there is no complacency and a strong staff team constantly strive to improve. An accurate school self-evaluation system has been developed. It combines the views of staff, parents and pupils with external assessment data to set relevant priorities for further improvement. The management of core subjects and the provision for pupils with learning and behavioural difficulties are particularly good. The headteacher and staff are supported by an excellent governing body. Governors are very well informed about the school's performance and ensure that all statutory requirements are met. Despite rather cramped classrooms, all space is used efficiently and good provision exists outdoors. Finances are very well managed and the school gives good value for money.

**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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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	1
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>	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	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	1

### 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>	1

<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.

## 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	1
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

St Clare's Catholic Primary School

Sharoe Green Lane North

Fulwood

Preston

Lancashire

PR2 9HH

21 September 2006

Dear Pupils

Congratulations! Your excellent behaviour and high levels of care and support you show others will stay in our minds for a long time! We enjoyed talking with you, joining in with lessons and sharing your tasty and healthy lunches.

Your school is very good. It helps you to do well in English, mathematics and science but also gives you a good start in many other subjects such as history and music. Equally important, it provides you with good values and points you in the right direction regarding how to behave and treat others. You are kept safe at all times and it is good to know that you are aware of the best choices you need to make to keep you fit and healthy. These good things don't occur by accident. They come about because of the hard work and dedication of your teachers and their assistants. Together, they make sure that lessons are fun but also stretch your minds. Many of you told us that your headteacher was great, and we agree with you. Together with the school governors, he cares very much about you and is always trying to find ways of making the school even better.

There are some things we have asked the school to do to make your school days even better. These are:

- to help you to apply your good writing skills to all subjects
- to seek ways of making sure that if you have a talent or gift you have the chance to develop it
- to expect more independence from children in Reception.

We hope that you continue to work hard and think of others before yourselves. One of the greatest gifts anyone can give another is a smile and you give these in abundance! We hope you always will.

Best wishes to you all

David Byrne, Joy Byrom and Penny Parrish

(your inspectors)