

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

Inspection report

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<b>Unique Reference Number</b>	119376
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339424
<b>Inspection dates</b>	29–30 March 2010
<b>Reporting inspector</b>	Stephen Fisher

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

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<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 of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Trevear
<b>Headteacher</b>	Mrs K Cartwright
<b>Date of previous school inspection</b>	27 March 2007
<b>School address</b>	School Lane Burscough Ormskirk L40 4AE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed eight teachers, held meetings with four governors, staff and groups of pupils, including members of the school council and the eco council.

Inspectors also spoke informally to a small number of parents and carers. They observed the school's work, and looked at pupils' work, assessment information, school policies, minutes of the governing body's meetings, reports from the local authority and information about individual pupils. Inspectors also scrutinised the responses to the inspection questionnaires which were returned. These included 116 from parents and carers, 20 from staff and 95 from pupils.

- the school's procedures for ensuring that the more able pupils achieve as well as they can
- pupils' progress in mathematics and science
- the effectiveness of the school's systems to track pupils' progress
- the effectiveness of the school's monitoring procedures in the drive to ensure that pupils make good progress.

## Information about the school

The school is smaller than many other primary schools in England. The vast majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is well below average. The proportion with special educational needs and/or disabilities is below average. The Early Years Foundation Stage children are taught in one Reception class. Since the last inspection there have been substantial improvements to the school buildings, including a new school hall and a new Year 6 classroom. There is an after-school club which is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a warm, welcoming and nurturing environment. Pupils say that they are happy and that they enjoy school. This is clear from their good behaviour in lessons and around the school and from their positive attitudes to learning as well as their enjoyment of the good range of extra-curricular activities that the school provides.

The leadership structure has changed since the last inspection and subject leaders are taking an increasingly rigorous approach to monitoring standards. Teaching has improved and teaching and support staff work together well. There are appropriate procedures in place to monitor and evaluate the school's work and this, together with the fact that the governing body is actively supporting the school's improvement, demonstrates the school has a satisfactory capacity for sustained improvement.

Pupils enter the Reception class with standards broadly in line with age-related expectations and by the end of Year 6 they attain average standards overall. This represents satisfactory progress for pupils, although children in the Early Years Foundation Stage and those in Key Stage 1 make good progress. The relatively small proportion of pupils with special educational needs and/or disabilities make good progress because they receive effectively targeted support.

Pupils' attainment in reading and writing has risen to above average by the end of Year 6 and, overall, progress in this subject is good. However, progress is less secure in mathematics and science where too few pupils, particularly those identified as more able, attain the higher levels in the end of Key Stage 2 tests in these subjects. The school is addressing this issue by reviewing and refining the structure of its curriculum and its methods of assessing how well pupils achieve. There have been improvements in outcomes for pupils and in the quality of teaching, which is now good. However, there are some variations remaining in the use of assessment to support learning and, as a result, pupils' progress is not consistently good throughout school. Although some teachers use assessment information effectively to pitch work at an appropriate level of challenge, give their pupils clear advice as to how to improve further and closely monitor their progress, such good practice is not consistently applied throughout the school.

## What does the school need to do to improve further?

- Raise standards and improve rates of pupils' progress in mathematics and science, particularly for the more able, by:
  - – using assessment information consistently to ensure that tasks are more closely matched to pupils' needs and abilities
  - – ensuring that all teachers give their pupils clear advice about how well they are

achieving, tell them what they need to do to improve and help them to do so.

- About 40% of the schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are enthusiastic learners in most lessons. They listen attentively to teachers and are keen to answer questions. When asked to do so, they work together successfully to solve problems. Levels of attainment in reading, writing and mathematics in Key Stage 1 are above average, as pupils build on the good start made in the Early Years Foundation Stage. By the end of Year 6, standards are above average in English and broadly in line with the national averages in mathematics and science, largely because few of the more able pupils do well. Lesson observations, the scrutiny of pupils' work and the school's records of pupils' progress indicate that improvements to curriculum provision are having a positive impact on pupils' learning and enjoyment. Similarly, changes made in the assessment procedures, along with the efforts made to improve teaching, are beginning to result in improvements to rates of pupils' progress in Key Stage 2. However, these improvements are not established consistently across the school, particularly in mathematics and science.

Pupils know how to keep safe. They know about the dangers of drugs and alcohol and of the misuse of electronic media and who to turn to if they have a problem. Pupils enjoy school, demonstrate good attitudes to learning and have good relationships with their peers and the adults who support them. Pupils in the Early Years Foundation Stage and in Key Stage 1 are particularly enthusiastic. Pupils understand the need for a healthy lifestyle and they enjoy the range of physical activity that the school offers. Their attendance is above average and they make a positive contribution to the school community; for example, through the school council and the eco council, the latter of which meets each week to carry out environmental awareness and improvement work around the school.

Pupils are developing their literacy and numeracy skills in a satisfactory way, though they do not routinely use information and communication technology (ICT) during lessons to find things out and to present information. Their social skills are developing well and they collaborate and accept responsibilities successfully when given opportunities to do so. They make good progress in developing their spiritual, moral and cultural understanding. For example, they reflect on different experiences during school assemblies and enjoy cultural events at school, such as the Indian and Greek days.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching has improved and is now good. As a result, many pupils are starting to make better progress, although this is not yet reflected in the standards attained by the end of Year 6. Where the teaching is the most effective, teachers plan stimulating lessons that engage pupils. They achieve a good balance between their explanations and pupils' activity. Pupils are given opportunities to collaborate, discuss among themselves and apply their learning through independent work and purposeful tasks that are relevant to everyday experiences. This was evident in the Year 1 pupils' 'vegetable shopping' in mathematics and the Year 3 pupils' work on maps as part of their local studies. In such lessons, tasks are usually challenging because they are matched well to the needs and abilities of the pupils. This is particularly so in the teaching of letters and sounds (phonics). Well-trained teaching assistants work effectively alongside pupils with specific and additional needs. In the small proportion of lessons judged to be satisfactory, teachers talk for too long, pupils' attention wanders and the pace of learning falls. Explanations are not always clear and pupils are not given feedback about how well they are doing and how they can do better.

The curriculum is well organised, with clear links across topics for pupils to practise their literacy and numeracy skills. The curriculum has improved since the previous inspection. For English it is structured well and enables pupils to make good progress as they move through the school. The curriculum for mathematics is improving. The agreed teaching approaches and greater emphasis being placed on the development of problem-solving skills are beginning to bring about an improvement in standards. However, progress in the development of pupils' scientific enquiry skills is less evident. In addition, pupils are

not routinely given opportunities to use ICT equipment during their lessons to help them to develop their ICT skills. However, the school is developing a theme-based curriculum in order to provide opportunities for the application of a range of basic skills, as well as trying to make the subject matter relevant to pupils' lives. For example, a Year 5 lesson on rivers focused on an understanding of processes such as erosion and the development of relevant vocabulary, while allowing pupils the opportunity to collaborate when carrying out practical activity. An interesting range of clubs and activities, including art, chess, sports and the web club, are popular with pupils, extend their enjoyment and develop their academic, physical and social skills.

Arrangements for the care, guidance and support of all pupils are satisfactory. Some aspects of the care, guidance and support for pupils are good. Procedures for promoting good behaviour and regular attendance are effective. The school intervenes sensitively to provide additional support for children and families when needed. The school works very well with a range of outside agencies in support of pupils whose circumstances make them vulnerable. Well-targeted support for pupils with special educational needs and/or disabilities has produced positive outcomes for them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

The school's leaders set a clear direction for the school. The school has a clear understanding of its strengths and areas for development. Consequently, the leadership team is focusing on improving achievement and raising attainment through better quality teaching and a review of the curriculum. The governors' self-evaluation committee meets each term to look at an aspect of the school's performance and the attainment and progress of pupils. The impact has been improvement in the development of pupils' literacy skills, particularly in the Early Years Foundation Stage and in Key Stage 1. However, the impact of the school's more recent initiatives in mathematics and science provision have yet to result in noticeable improvement in standards.

The school has good links with the community, as well as the local authority and other outside agencies, such as Edge Hill University and a local special school which has helped to train staff in how to look after pupils with autism. Links with parents and carers are also good. They are kept well informed through letters and meetings, workshops, questionnaires and regular newsletters, which are also available on the

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school's website. The school takes satisfactory steps to promote equality of opportunity and is successful in tackling any form of discrimination. Its safeguarding arrangements meet government requirements.

The governing body plays a direct part in the life of the school and is very supportive. As well as its self-evaluation committee, the governing body has set up a marketing committee to promote the school's work and to increase engagement with the local community. Governors act as voluntary helpers and run after-school activities such as the art and chess clubs.

The school's contribution to community cohesion is satisfactory. The school is a cohesive community where all work well together and respect and value differences through learning about various faiths and cultures. The strong sense of community within school is extended through charity work, beneficial links with St John the Baptist Church and productive partnerships with other schools locally. The school has plans in place to form cultural and educational links with a primary school in Spain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children in the Early Years Foundation Stage make good progress because of effective organisation, positive relationships between adults and children, and because staff have a good understanding of children's needs and teach them well. When they leave Reception, children's knowledge and skills are in line with the nationally expected goals, with many achieving beyond them. Good induction procedures mean that children settle quickly and feel happy and secure. Effective links with parents and carers are



established and maintained and this ensures that children's needs are met. Children are very well behaved, inquisitive and interested and they respond well to the expectations of and guidance from staff with speed and enthusiasm.

Senior leaders and governors promote the welfare of the Early Years Foundation Stage children well. Provision is well led and managed on a day-to-day basis. Good use is made of the enclosed Early Years Foundation Stage outdoor area to enable children to play and to promote their learning. Planning and the tracking of children's progress are thorough and good records are kept, which clearly identify attainment and rates of progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A large majority of the parents and carers responded to the questionnaires. Overall, parents and carers are positive about the school. Comments refer to the approachability of staff, the praise and encouragement that their children are given, the good progress they make and the good support for pupils with special educational needs and/or disabilities. One parent encapsulated the comments of many in saying, 'The teachers take time to get to know each child, understanding their interests and personalities.'

A small minority of parents and carers expressed concerns about playground behaviour and bullying. The inspectors raised these concerns with the school and were satisfied that the school deals with behaviour and bullying issues appropriately.

A small number of parents and carers raised concerns about safety and security.

Inspectors sympathised with the concerns but felt that, on balance, the school did take the issues of security and safety seriously.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burscough Bridge St John's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 116 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	59	40	34	6	5	1	1
The school keeps my child safe	70	60	38	33	8	7	0	0
The school informs me about my child's progress	64	55	45	39	7	6	0	0
My child is making enough progress at this school	59	51	47	41	10	9	0	0
The teaching is good at this school	74	64	33	28	8	7	0	0
The school helps me to support my child's learning	61	53	42	36	11	9	1	1
The school helps my child to have a healthy lifestyle	64	55	43	37	8	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	63	54	42	36	6	5	0	0
The school meets my child's particular needs	63	54	45	39	4	3	3	3
The school deals effectively with unacceptable behaviour	41	35	50	43	10	9	11	9
The school takes account of my suggestions and concerns	48	41	49	42	11	9	7	6
The school is led and managed effectively	65	56	34	29	9	8	8	7
Overall, I am happy with my child's experience at this school	76	66	26	22	9	8	5	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



31 March 2010

Dear Pupils

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

Thank you very much for the friendly welcome that we received during our recent inspection of your school. We enjoyed the two days that we spent with you very much. While many things about your school are good, such as your behaviour, your attitudes to living healthily and your relationships with each other and with adults, we have judged that your school is satisfactory.

We were very impressed by your positive attitudes to learning and your desire to do well. It is clear that you like school and many of you told us how much you enjoy lessons and the after-school activities that teachers, parents and carers, and governors provide for you. It is good to see that your reading and writing skills are improving but we do not think that you are improving in mathematics and science as quickly as you could, especially those of you who are able to do harder work.

Therefore, we have asked your school's leaders to make sure that in mathematics and science lessons the teachers:

- give you tasks that are more closely matched to your needs and abilities
- give you clear advice about how well you are doing, tell you what you need to do to improve and help you to do so.

You can help by continuing to do your very best at school.

Best wishes

Yours sincerely

Stephen Fisher

Lead inspector

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