

Burscough Lordsgate Township Church of England Primary School

Inspection report

Unique Reference Number	119481
Local Authority	Lancashire
Inspection number	339451
Inspection dates	23–24 November 2009
Reporting inspector	Barry Jones

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mrs Jane Taylor
Headteacher	Mrs Sue Merry
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff, parents and groups of pupils. They observed the school's work and looked at documentation including that relating to safeguarding procedures, school development and for tracking the progress made by pupils. In addition, 85 responses to the parents' questionnaire were scrutinised and pupils' and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether provision and outcomes in the Early Years Foundation Stage improved from satisfactory at the previous inspection to be good now
- how well pupils, particularly the more able, progress in mathematics in Key Stage 2
- the accuracy of the school's monitoring of the quality of teaching and how it explains the progress made by the pupils
- how good pupils' information and communication technology (ICT) skills are and whether they are given sufficient opportunities to use these skills in different subjects
- how well the school promotes community cohesion.

Information about the school

The school is in a semi-rural setting. Pupils are almost all from a White British heritage. The proportion of pupils who are eligible for free school meals is a little below average. The proportion of pupils with special educational needs and/or disabilities is a little above average. The school has several awards, including Healthy School's status, the Activemark and an excellence award for ICT. There is provision for the Early Years Foundation Stage in a Reception class. There is an out-of-school club which is managed privately and is inspected and reported on separately.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Pupils achieve well as a result of good teaching and an effective curriculum. Several aspects of the school's work are outstanding. Very high standards of care mean that pupils feel very safe and exceptionally well cared for. Consequently, they are very proud of their school and respond with exemplary behaviour and an outstanding contribution to the school and wider community. Parents are overwhelmingly supportive of the school.

Children make an excellent start in the Reception class. Pupils' progress through the main school, although always at least satisfactory for all groups, has been uneven during the last three years. Over this time, there has been improvement in the rates of progress in all subjects which is reflected in rising attainment. In Key Stage 2, improvement has been more rapid in English than in mathematics. Provision is good in English which is exemplified through strong teaching which employs a wide variety of teaching strategies and a good range of interesting activities for pupils to do. Pupils are usefully involved in assessing for themselves how well they do. The school has rigorously analysed the reasons why a minority of pupils only make satisfactory progress in mathematics, particularly more able pupils. It has used this information well to improve the quality of mathematics teaching over the last year. As a result, most pupils are now making good progress in mathematics. In addition, the school has improved provision this term for more able pupils but it is too soon to judge the effectiveness of these recent measures. Monitoring of the quality of teaching is good generally but does not focus sufficiently on the impact of teaching and learning on the progress made by groups of pupils. There are examples of outstanding practice in teaching. However, opportunities to share this in order to improve teaching further are sometimes missed. Teachers' marking is good and usually offers constructive feedback to pupils, particularly in English. However, it does not offer sufficient guidance on how pupils might improve to attain the next level.

There is a rich curriculum that contributes significantly to pupils' great enjoyment of school and their excellent attendance. The school is very inclusive. The very positive ethos underpins the excellent relationships. There are very effective partnerships with other agencies which ensure the well-being of vulnerable children.

Senior leaders have high expectations for staff and pupils. Adults provide excellent role models for pupils. The school continues to provide excellent care. The quality of teaching and pupils' achievement are rising. There are excellent partnerships with parents and other agencies. Consequently, capacity to improve further is good.

What does the school need to do to improve further?

- Raise achievement in mathematics in Key Stage 2 by:
 - consistently providing more able pupils with appropriately challenging work
 - ensuring rigorous checks on the quality of mathematics teaching and more focused tracking of more able pupils' progress in this subject
 - sharing good practice
 - ensuring that teachers provide feedback to pupils which will help them to improve their work further.

Outcomes for individuals and groups of pupils

2

Achievement has risen consistently for the last three years and is now good. Consequently, attainment continues to rise. Standards in most classes are now above expectation. Pupils enjoy their work and participate enthusiastically in lessons. Scrutiny of pupils' books reveals a good standard in writing for different audiences and different purposes. Presentation of work is good, indicating that pupils are trying to do their best. Pupils with special educational needs and/or disabilities make good progress as a result of their effective support. The school's monitoring shows that the progress made by more able pupils is rising, but is not yet consistently good.

Pupils speak very warmly of the school. As one wrote, 'It is a great place as the staff are really nice. We learn a lot and we go on great trips. I love Lordsgate.' Pupils are respectful and courteous and look after one another exceptionally well. They raise funds for charity and are very involved in the community, for example weekly visits to a nursing home, including on occasion, by the choir. Pupils have a good understanding of healthy living issues. This is demonstrated by the awards of Healthy School's status and Activemark. Lunchboxes, however, do not always reflect the school's values and often contain crisps or chocolate. Pupils' excellent attendance combined with their improving basic skills means that their economic well-being is good. Pupils have a very good understanding of right and wrong. Their awareness of other cultures is not so well developed.

These are the grades for pupils' outcomes

¹ 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

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

How effective is the provision?

Good teaching was seen in all classes. Teachers manage their classes well and this contributes to the excellent relationships and working atmosphere in all classrooms. Learning objectives are shared with the pupils so that they know what they are expected to learn. There is some outstanding practice. In a Year 5 class, for example, excellent use was made of ICT. The teacher displayed some visually dramatic photographs on the interactive whiteboard which helped to fire pupils' imagination and stimulate them to identify similes and metaphors. This was followed by pupils constructing their own poems using laptops. This term, there has been a particular focus on using assessment data to set work which more effectively challenges more able pupils and this is evident in all teachers' planning.

There is a wide range of experiences provided for the pupils including themed weeks, such as Environment Week, trips and visitors to the school. During the inspection, Year 5 and Year 6 pupils visited the museum in Lancaster as part of their Victorian topic. They enthused about their experiences, particularly in the Victorian classroom. There are ambitious plans to integrate ICT across the curriculum and this is developing well. Pupils have acquired good ICT skills. The school has very robust, effective procedures for ensuring excellent attendance and punctuality. Care and support for vulnerable pupils are excellent which mean that they can play a full part in school life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a driving force and her vision and aspirations are shared by other staff. Morale is high and the staff work well as a team. Improvement has been particularly rapid in the last year, particularly in English. The school identified last year that more able pupils only made satisfactory progress in mathematics. Rectifying this is a priority and the school is employing a suitable range of strategies to improve rates of progress. These include using external consultants and increased monitoring of teachers' planning. These and other robust measures have led to some improvement in the quality of teaching in mathematics. Although there is a thorough programme of lesson observations, insufficient attention is paid to checking on the progress made by different groups of pupils.

Safeguarding arrangements are exemplary and permeate all aspects of the school's life. The school is inclusive. It makes determined, largely successful efforts to try and ensure that all pupils make good progress socially and academically. This contributes to the harmonious community in the school. There is also a strong commitment to promoting community cohesion more widely. The links with the local community are outstanding. The school is developing international and other links to further pupils' understanding of communities abroad and in the rest of Great Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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

The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

The quality of provision has very significantly improved in the last year. The rate of improvement has been accelerated further since the appointment of the new leader in September 2009. She provides outstanding leadership. She has galvanised the staff and the organisation of the Reception class operates exceptionally smoothly. The curriculum is outstanding and safeguarding procedures are exemplary.

Children receive stimulation through indoor and outdoor provision. For example, children worked with the teacher to investigate the 'hidden' colours in secondary colours. They were fascinated by their findings. The teacher's excellent questioning heightened their observational and inquisitive skills. This is complemented by the outstanding development of pupils' capacity to work independently and purposefully. At the time of the previous inspection, by the end of Reception, children attained skills which were expected for their age. Given their excellent progress, they are now on track to attain above average skills by the time they enter Year 1. As a result, the Reception class has been recognised by the local authority as a setting exhibiting excellent practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. It reflects the excellent partnership between the school and its parents. A typical response was, 'Very happy with the school – a broad, balanced and creative curriculum with very good teaching, caring staff.' The school has recently conducted its own survey of parents' and carers' views in conjunction with the local authority. As a result, the school has decided to provide one more consultation meeting with parents and to strengthen the reporting to parents and carers of their children's progress. This shows that the school takes account of parental views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burscough Lordsgate Township 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	76	34	20	8	5	0	0
The school keeps my child safe	149	87	23	13	0	0	0	0
The school informs me about my child's progress	109	63	54	31	8	5	0	0
My child is making enough progress at this school	106	62	60	35	6	3	0	0
The teaching is good at this school	127	74	45	26	0	0	0	0
The school helps me to support my child's learning	110	64	55	32	4	2	0	0
The school helps my child to have a healthy lifestyle	108	63	64	37	0	0	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)	110	64	53	31	0	0	0	0
The school meets my child's particular needs	121	70	43	25	6	3	2	1
The school deals effectively with unacceptable behaviour	113	66	51	30	2	1	0	0
The school takes account of my suggestions and concerns	99	58	62	36	2	1	2	1
The school is led and managed effectively	136	79	32	19	2	1	2	1
Overall, I am happy with my child's experience at this school	134	78	33	19	4	2	0	0

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.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 November 2009

Dear Pupils

Inspection of Burscough Lordsgate Township Church of England Primary School,
Ormskirk, L40 7RS

Thank you very much for your help and cooperation when we inspected your school. You told us that you feel very safe and greatly enjoy coming to school. Year 5 and Year 6 pupils enthused about their trip to Lancaster to visit the museum as part of their Victorian topic. I was sorry I could not stay longer to hear the Year 4 brass band. You are rightly proud of your school. These are the things that we liked most:

- children make an excellent start in the Reception class
- your behaviour is excellent and you get on very well together
- adults look after you exceptionally well and you feel very safe
- you have interesting things to which means you enjoy school very much
- you make good progress in your work
- the school is led very well.

The school is not complacent and is always trying to make things better for you. We would like to see you making the same rapid progress in mathematics that you do in English. We have agreed with the school that teachers will:

- set challenging work to make you all think, particularly those pupils who can work a little quicker
- help you to see how you can do even better
- make sure that senior leaders will check that the improvements will happen
- share the best teaching.

Once again thank you for your warm welcome. You are excellent ambassadors for your school and so keep up this up!

Yours sincerely

Mr Barry Jones

Lead inspector

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