

# St Bede's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	119674
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339500
<b>Inspection dates</b>	10–11 May 2010
<b>Reporting inspector</b>	Colin Smith

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 aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynn Wright
<b>Headteacher</b>	Mrs Jenny Kennedy
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Preston Road Clayton Green Chorley PR6 7EB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, involving seven teachers, and held meetings with governors, staff and parents. They observed the school's work, and looked at assessments and records of pupils' attainment and progress, curricular planning, monitoring records and school improvement plans. Questionnaires from pupils, staff and 116 parents and carers were analysed.

- pupils' learning and progress, particularly in mathematics in Key Stage 2
- the extent to which teachers use assessment to set targets and provide challenging activities for all groups of pupils
- children's attainment on entry and their achievements in the Early Years Foundation Stage
- the links between monitoring the work of the school, self-evaluation and strategic planning.

## Information about the school

The school is average in size. The proportion of pupils known to be eligible for free school meals is broadly average and the proportion of pupils with special educational needs and/or disabilities is below average. The very large majority of pupils are of White British heritage. A small number are of other White, Asian or mixed heritages. A very small number of these pupils are at an early stage of learning English. Early Years Foundation Stage provision is made for children aged four to five in the Reception class. The school has gained Healthy Schools, Active Mark and Eco awards.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**3**

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

**3**

## Main findings

The school provides a satisfactory standard of education. The good care, guidance and support provided are influential factors in pupils' good behaviour, understanding of safe and healthy lifestyles, and above average attendance. Pupils' spiritual development is outstanding and they make an excellent contribution to the school community. Parents and pupils are highly appreciative of the school's work.

Pupils' learning and progress are satisfactory. Children enter school with knowledge and skills that are broadly typical for their age and attainment is average overall by the end of Year 6. Pupils make good progress in English, but progress in mathematics in Key Stage 2 has been inconsistent and insufficient over some recent years. Action taken to raise achievement has met with some success, but there is still more to do to strengthen teachers' subject knowledge, improve pupils' problem solving skills and provide clearer targets, to improve progress in mathematics further.

The quality of teaching and the curriculum provided are satisfactory. Teaching of English and of the whole class is often good. However, teachers do not always use assessment sufficiently to ensure that activities are precisely matched to pupils' different learning needs or add pointers for improvement when marking their work. These factors hamper pupils' learning.

Provision in the Early Years Foundation Stage is satisfactory. Children learn successfully when taught directly by adults but not as well when working or playing on their own. The quality of activities provided, adult intervention and identifying the next steps in children's learning are areas requiring further improvement.

The key aspects of leadership and management are satisfactory. Leaders are eager to move the school forward and have done so in English. However, certain aspects of monitoring and evaluating the work of the school, such as checking pupils' books, especially by subject leaders, are not sufficiently rigorous to ensure that weaknesses are spotted, linked to action planning and remedied promptly. Nevertheless, leaders have an accurate picture of the areas requiring improvement and some of the school's strengths, identified during the previous inspection, have been built upon and extended. These factors ensure the school has a satisfactory capacity for improvement.

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

- By 2011, accelerate progress in mathematics in Key Stage 2, by:
  - - increasing teachers' subject knowledge
  - - strengthening pupils' problem-solving skills

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- - providing a clear sequence of targets for pupils to aim for.
- By 2011, improve teaching from satisfactory to good, by:
  - - ensuring that assessment is used more purposefully to provide tasks that are consistently well matched to pupils' different learning needs
  - - marking pupils' work constructively in all subjects to help them to improve.
- By 2011, improve the monitoring and evaluation of the work of the school, by:
  - - rigorously checking pupils' work in the books and folders
  - - involving subject leaders more centrally in the monitoring process
  - - ensuring that clear links are made between evaluation and strategic planning.
- By 2011, improve provision in the Early Years Foundation Stage, by
  - - using assessment more effectively to identify and plan the next steps in learning
  - - ensuring that the quality of activities fully engage and enthuse children
  - - improving adult interventions to ensure that children extend their learning through purposeful play.
- About 40% of the school's whose overall 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****3**

Pupils' achievement, enjoyment and learning in lessons are satisfactory overall. Pupils are attentive, interested and eager to learn. They concentrate well and work hard. Improvements to the teaching of writing are paying dividends. Many pupils read with good understanding and are becoming fluent and imaginative writers. This is why attainment in English is above average. Attainment in mathematics is average. Pupils acquire secure calculation skills but struggle to solve mathematical problems. Over recent years, pupils have progressed well through Key Stage 1 and attainment has been above average. However, the good progress has not continued through Key Stage 2 and some pupils have not made the progress expected in mathematics. Attainment and progress in science are satisfactory and pupils are learning how to investigate. Pupils with special educational needs and/or disabilities and those at an early stage of learning English receive good quality support, which enables them to make good progress.

Pupils are proud of their school. Their readiness to accept responsibility, show initiative and make decisions, for example as buddies and school councillors, is exceptionally good. They feel safe in school and are well aware of the dangers of smoking, alcohol and drugs. Pupils' enjoyment of school is evident in their above average attendance. Their capacity to reflect and form reasoned values makes their spiritual development outstanding. They have good social and moral awareness and are always courteous and helpful. They know much about their own heritage but are less aware of cultural diversity. Pupils acquire good literacy skills, competency in using computers and are beginning to understand the world of work. These factors are helping to prepare them well for the next phase of their education.

*These are the grades for pupils' outcomes*

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Please turn to the glossary for a description of the grades and inspection terms

<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>2</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?**

Teaching of the whole class is largely successful. Lessons are well managed and move along briskly, which keeps pupils engaged. Pupils know what they are expected to learn and are always given time to practise and improve their skills. Teachers explain and ask questions skilfully, often using interactive whiteboards effectively to illustrate difficult ideas, such as angular measure. Teaching methods, such as games and practical activities, increase pupils' motivation. Teaching during group activities is more variable because assessment is not always used sufficiently to provide tasks that are closely matched to pupils' different learning needs. For example, pupils are sometimes all given the same work, which is too easy for some and too difficult for others. The teaching of English is good because teachers have good subject knowledge, set clear targets for improvement and mark pupils' work constructively. Weaknesses in subject expertise and the absence of clear targets and constructive feedback limit pupils' learning of mathematics.

The school provides a broad and balanced curriculum. However, work to combine subjects in order to make learning more meaningful and creative, is at an early stage. Pupils' literacy skills are provided for well but there are insufficient opportunities for them to improve their mathematical problem-solving. The curriculum is adequately matched to pupils' needs. It is very effectively adjusted to meet the needs of pupils who experience difficulties with learning and language, but is not always sufficiently

<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.

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challenging to meet the needs of able, gifted and talented pupils. Effective personal, social and health education makes a strong contribution to pupils' understanding of health, safety and citizenship. A very good range of well-attended after-school clubs, educational visits and theme weeks, promotes enjoyment of school.

Pupils' safety and well-being are paramount. The needs of vulnerable pupils are particularly well understood and strong links between teachers, parents and carers and health professionals ensure that barriers to learning are greatly minimised. Good induction and transfer arrangements ensure that pupils move smoothly from one stage to the next. The good range of 'catch-up' programmes to support pupils whose learning is at risk of falling behind, are beginning to secure stronger achievement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher runs the school efficiently and creates a positive climate for learning. Good safeguarding procedures that meet requirements are evident in the level of staff training and regular checks made to ensure that pupils are safely protected. Governors provide good support by using their specialist skills to hold the school to account and, along with senior staff, provide the drive and ambition to move the school forward. Within leadership and management there are good elements, such as the school's effective partnership with parents, carers and outside agencies, which contribute significantly to pupils' welfare and learning. Although leaders have only informally analysed the nature of the community it serves, the school reaches out to promote community cohesion and social harmony within school is impressive. Equality is adequately promoted by analysing attainment and working to close gaps, for example, a project to 'improve mathematics for girls' is underway. The school has intensified its monitoring and evaluation strategies. Pupils' progress is carefully tracked to eliminate any potential underachievement and more challenging targets are being set. However, checking pupils' work is not done in sufficient depth to ensure that emerging weaknesses are nipped in the bud and subject leaders and not sufficiently involved in the process to enable them to check the consequences of their actions. Improvement plans have helped to raise the attainment, for example in writing, but the links between self-evaluation and improvement planning are not sufficiently clear in the schools' documentation. As a result, governors and subject leaders cannot always see exactly what the school is aiming to achieve and why.

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*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	3
<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>2</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>2</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 make satisfactory progress. By the end of the Reception Year, a higher proportion of children reach the learning goals expected than is the case nationally, although comparatively few reach the higher levels. Attainment is broadly average when children transfer to Year 1. Children settle quickly and happily into school routines because of good induction and strong relationships with parents. Good attention to children's welfare needs ensures their safety and well-being and promotes their growing awareness of hygiene and good health. Provision, including teaching, is satisfactory. Some members of staff are new to the Early Years Foundation Stage. Direct teaching by adults helps children to learn reading, writing and number skills successfully. However, the activities provided to encourage children to explore and learn for themselves are limited in scope and lack stimulation, particularly outdoors. Consequently, children's imagination is not always sufficiently ignited and adults do not consistently intervene enough to extend their learning further. Children's learning is observed and assessed, but the information collected is not used sufficiently in the planning the future activities. Leadership and management are satisfactory. Leaders recognise the need for further staff training and have formulated clear actions for improving the provision, such as developing outdoor learning.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers are highly satisfied with all aspects of school life. Inspection findings support their views in most respects. The school's strong partnership with parents and carers ensure their views are valued and acted upon. Their positive views regarding children's safety in school, their good behaviour, enjoyment in learning and understanding of healthy lifestyles are fully borne out by inspection findings. Most parents and carers believe that teaching is good and that their children make enough progress. Inspection findings indicate that teaching is never less than satisfactory and sometimes good. Most pupils do make the progress expected, although this is not the same as making good progress, which implies better than expected. Parents and carers have every confidence in the way the school is led and managed. School leaders are eager to raise pupils' progress from satisfactory to good. This means providing all pupils with challenging and well matched activities in every lesson. Achieving these goals will signify good and effective leadership. A few parents and carers feel that unacceptable behaviour is not dealt with well but inspectors found no evidence to support this view.

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

Ofsted invited all the registered parents and carers of pupils registered at St Bede's Catholic 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 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	70	35	29	0	0	1	1
The school keeps my child safe	87	73	32	27	0	0	0	0
The school informs me about my child's progress	77	65	39	33	3	3	0	0
My child is making enough progress at this school	71	60	43	36	3	3	2	2
The teaching is good at this school	84	71	34	29	0	0	0	0
The school helps me to support my child's learning	72	61	43	36	0	0	1	1
The school helps my child to have a healthy lifestyle	75	63	43	36	1	1	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)	61	51	47	39	2	2	1	1
The school meets my child's particular needs	70	59	41	34	4	3	1	1
The school deals effectively with unacceptable behaviour	63	53	42	35	10	8	1	1
The school takes account of my suggestions and concerns	61	51	46	39	9	8	1	1
The school is led and managed effectively	74	62	42	35	2	2	0	0
Overall, I am happy with my child's experience at this school	86	72	29	24	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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.**



12 May 2010

Dear Pupils

Inspection of St Bede's Catholic Primary School, Chorley, PR6 7EB

Thank you for making the inspectors so welcome and answering our questions so helpfully. I would like to explain the inspection findings.

Your school is satisfactory with some good features. Progress is satisfactory overall and good in English. Attainment is average in mathematics and science and above average in English. In the past, some pupils have not made enough progress in mathematics. Improvements have been made this year and progress is improving although many of you still find problem-solving very difficult. Those of you who need extra help with learning or speaking English are supported well.

Your school is very caring and keeps you safe. Your behaviour is good. You have a good understanding of safe and healthy lifestyles and play an excellent part in joining in and taking responsibilities. The curriculum is satisfactory and teachers work very hard to provide a wide range of after-school activities and visits, which makes school very enjoyable. Teaching is satisfactory and often good in English. You learn a lot in lessons, although the work you are given is sometimes too easy or too difficult.

The leadership and management of your school are satisfactory. The school runs smoothly and all of you are able to learn in a calm and purposeful atmosphere.

To help your school to carry on improving I have asked your headteacher and teachers to:

- improve your progress in mathematics, particularly in problem-solving
- improve teaching so that it is good in all lessons, particularly in providing work at just the right level to enable all of you to learn as much as you can
- check the work in your books to ensure that you are making good progress
- provide more opportunities for children in the Reception class to explore and learn for themselves.

Yours sincerely,

Mr Colin Smith

Lead Inspector

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