

# Leyland St Mary's Roman Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119677
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339501
<b>Inspection dates</b>	8–9 March 2010
<b>Reporting inspector</b>	Kathleen McArthur

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven McBride
<b>Headteacher</b>	Mrs E McNamara
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Haig Avenue Leyland Lancashire PR25 2QA
<b>Telephone number</b>	01772 422431
<b>Fax number</b>	01772 455133
<b>Email address</b>	bursar@st-marys-leyland.lancs.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 March 2010
<b>Inspection number</b>	339501

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons, observed 13 teachers and spent almost three quarters of their time in school looking at learning. They held meetings with governors, staff, groups of pupils and a local authority representative. They observed the school's work, and looked at pupils' books, assessment data and records, the school improvement plan, policies and checked safeguarding documents and procedures. They scrutinised 60 parental, 146 pupil and four staff questionnaires.

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

- pupils' progress and how they are challenged to reach higher levels
- whether provision in the Early Years Foundation Stage ensure all children progress well
- whether leaders and managers at all levels have secured sufficient improvement since the last inspection to give the school capacity for further improvement.

## Information about the school

The school is larger than most and has some mixed-age classes. It stands near the town centre and draws pupils from the immediate locality, with some travelling from further afield. Most pupils are of White British heritage; a few, mainly Polish, are learning English as an additional language. Entitlement to free school meals is just above average. The proportion of pupils with special educational needs and/or disabilities is twice the national average. The school offers a breakfast club. During the inspection, Year 6 pupils were away on a residential visit, accompanied by three members of staff. There have been significant staffing changes since the previous inspection, particularly at senior leadership and management level. During the absence of the substantive headteacher and acting deputy headteacher, the school is being led by an associate headteacher and a second acting deputy headteacher. A significant number of staff hold temporary contracts.

**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

This is a satisfactory school. Good quality care, support and guidance ensure pupils feel safe and secure, behave well and work and play happily together. The Early Years Foundation Stage gives children a good start in school. Pupils benefit from the good partnership between the school and their parents and carers, who are pleased that their children are happy and safe in school.

Achievement is satisfactory and attainment is broadly average. Children make good progress in the Early Years Foundation Stage and particularly benefit from learning outdoors. As they move through the school, pupils make satisfactory progress but the proportion of pupils reaching higher levels is below average. School data show that progress is accelerating, helped by staff making better use of assessment information to challenge pupils of all abilities. This use of assessment information is not fully consistent. Pupils with special educational needs and/or disabilities and those at the early stages of learning English as an additional language make good progress because they are well supported. Strategies introduced in partnership with the local authority have made a positive impact on raising standards in mathematics and, more recently, English. Pupils know their targets but are not always involved in assessing their work or knowing what they have to do to improve it.

Teaching is satisfactory, but variable. Visitors, trips and theme weeks frequently broaden and extend pupils' classroom experiences. The curriculum includes a good programme for personal, social, health and citizenship education which results in positive outcomes in these areas.

The associate headteacher and acting deputy headteacher are providing good leadership. Leaders and managers at all levels share a vision for school improvement, but significant changes at senior level mean most curriculum and phase leaders are too new to their role to have made a sustained impact. Self-evaluation is generally accurate and expressed in suitable plans to tackle areas for improvement from the previous inspection. The capacity for further improvement is satisfactory.

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

- Further raise standards and accelerate progress by:
  - ensuring all teaching matches the best practice seen in school
  - ensuring existing assessment strategies are used consistently
  - extending the involvement of pupils in evaluating their own work.
- Build leadership skills at all levels to further develop and sustain the cycle of

**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

improvement seen during the inspection.

- About 40% of the schools 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**

Lesson observations and pupils' comments show they enjoy learning and know they must work hard. Pupils say teachers make lessons fun and provide them with different ways to learn, including the use of modern technology. Good behaviour and cooperative attitudes in lessons support learning.

Achievement in relation to pupils' starting points is satisfactory and their attainment broadly average. After a downward trend to 2008, standards are gradually rising, although the proportion of pupils reaching the higher levels is still below national averages at both key stages. School data show pupils currently in Year 6 are on course to meet more challenging targets than in previous years. Girls and boys progress at similar rates, although boys have not performed as well as girls in writing. Good provision for pupils with special educational needs and/or disabilities and those learning English as an additional language enables them to make good progress.

Reading skills are stronger than writing; many pupils struggle to organise ideas or use a broad range of vocabulary. Actions to remedy this are showing results and standards in writing are rising. Pupils present their work neatly and carefully and extend their writing skills in other subjects; for example, producing a newspaper report of a biblical event.

Pupils know how to care for their health through making healthy food choices and taking exercise. They know staff will help with any problems and do not see bullying as a problem, although some pupils commented that behaviour could be better. Spiritual, moral, social and cultural development is good. Pupils are considerate and caring towards others and keen to join in community events and fund-raising activities for charities. They willingly accept responsibilities to help the school community as 'Buddies' or prefects. As members of a Fairtrade school, pupils are well aware of the diversity and needs of communities in the wider world. Attendance is satisfactory. Academic and personal skills equip pupils with a satisfactory basis for their future economic well-being.

*These are the grades for pupils' outcomes*

---

<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**

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>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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils say they feel challenged and they enjoy lessons. Some teaching is imaginative and good, such as when pupils in Years 5 and 6 were encouraged to develop arguments for and against building a factory on a local park, using costumes and presenting their case visually on the interactive whiteboard. Most lessons feature detailed plans and teaching assistants are deployed effectively to provide valuable support for small groups or pupils with additional needs. Pupils are routinely informed about what they are expected to learn in each lesson. Where teaching is weaker, opportunities are missed to develop collaborative skills, some pupils are allowed to remain passive and occasionally behaviour is not well managed. Assessment systems and termly meetings provide clear pupil progress information. Staff are making better use of this to match activities to pupils' different abilities, set targets and direct help where needed, but this is not fully embedded. Pupils are becoming increasingly involved in assessing the quality of their own work but this practice is not uniformly established. The quality of marking varies. It is at its best where pupils are given clear points to help them improve their work.

The curriculum matches pupils' needs and interests. Boys in particular have benefited from the recent adaptations that ensure the curriculum meets their interests and, as a result, standards in writing have improved. The curriculum is adapted well for pupils with special educational needs and/or disabilities. Linking subjects such as literacy, numeracy, science and information and communication technology is providing pupils with more creative learning experiences. The mathematics and science curriculum for able, gifted and talented pupils is enhanced through links with a local high school. Visits and visitors enhance the curriculum and add to pupils' enjoyment of school.

**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

Pupils are well cared for and feel safe and secure. Good partnerships with external agencies, including the police, fire, drug and alcohol groups and the school nurse ensure high quality support, particularly for the most vulnerable pupils and their families. The good programme for personal, emotional and social development encourages pupils to consider life's challenges, their thoughts and feelings in a secure atmosphere. Good induction and transition arrangements ensure pupils enter school and move to the next stage of their education confidently. The school has worked successfully with parents to raise attendance. Early identification and skilled, well organised support for pupils with additional needs and the small number learning to speak English as an additional language ensures they progress well.

*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?**

Leaders and managers set suitably challenging targets to improve provision and raise standards. Actions to achieve these are increasingly effective: school data show that progress is beginning to accelerate and the proportion of good teaching is increasing. Recent disruptions and changes in staffing have slowed the rate of improvement and some areas for improvement identified by the previous inspection remain priorities. Governance is satisfactory. The governing body has contributed well to prudent staff appointments, but does not sufficiently challenge the school on pupil progress.

Positive relationships between school, parents and carers keep all parties well informed. Good partnerships are proving beneficial in raising the quality of teaching and learning. They also provide pupils with additional opportunities such as music tuition.

Procedures to promote equal opportunities ensure there is no discrimination. Actions to remedy the underachievement of boys in writing provide a good example. Good safeguarding procedures are adopted and carefully tailored to the school. Child protection training is up-to-date and the site is secure and well-maintained.

Consequently, parents and pupils agree the school is safe and secure. Suitable community cohesion arrangements result in a harmonious atmosphere. The school serves its local community well but plans to extend pupils' awareness of lifestyles in the wider world are at an earlier stage of development. The school provides satisfactory value for money.

*These are the grades for leadership and management*

**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

<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>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>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

Most children enter the Early Years Foundation Stage with skills well below those typically seen at their age in language, personal and social development, and below in all other areas. Boys and girls make good progress in all areas of learning, especially personal development, but most are still working below the expected goals when they enter Year 1.

The welcoming environment and good levels of care for children's welfare ensure children settle happily. Parents appreciate this; one said, 'My child is allowed to be - taught but not pressured.' Children respond well to adults, their behaviour is good and they grow in confidence.

Good teaching provides exciting activities that children want to investigate. Nursery children quickly learn to recognise their names using the labels they need to 'self-register' and chose their healthy snacks. The new outdoor learning areas are carefully planned to complement the indoor curriculum. Children love learning outside and respond well to the challenges that stimulate their imagination and develop their vocabulary; creating a railway station, searching for mini-beasts saying, 'We're crossing the rocks over the river so we don't step on the creatures!' A well balanced blend of activities led by adults and those chosen by the children provides variety and opportunities for small group work, tailored closely to different abilities and needs.

Good leadership, with a clear vision for improvement, has established a dedicated staff team. They ensure all children are safe and carefully check progress to ensure no-one falls behind. This team is relatively new and systems are still being developed.



**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

*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

The majority of responses were positive. All agreed that their children enjoy school and are kept safe there. Most feel the teaching is good, their children make enough progress and they are kept informed.

A very small minority felt the school does not help children to develop a healthy lifestyle nor deal effectively with unacceptable behaviour. Inspectors considered these views and talked with pupils about them. They felt that pupils were developing a better understanding of health matters and, although some pupils thought behaviour could be better, they do not think it is a major problem, and know just what to do if they have any difficulties, confident in the knowledge that they will be dealt with sensitively.

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

Ofsted invited all the registered parents and carers of pupils registered at Leyland St Mary's Roman 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 60 completed questionnaires by the end of the on-site inspection.

In total, there are 317 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	68	19	32	0	0	0	0
The school keeps my child safe	45	75	15	25	0	0	0	0
The school informs me about my child's progress	31	52	28	47	1	2	0	0
My child is making enough progress at this school	38	63	20	33	1	2	0	0
The teaching is good at this school	42	70	17	28	0	0	0	0
The school helps me to support my child's learning	33	55	25	42	1	2	0	0
The school helps my child to have a healthy lifestyle	34	57	21	35	5	8	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)	34	57	21	35	0	0	0	0
The school meets my child's particular needs	41	68	17	28	1	2	0	0
The school deals effectively with unacceptable behaviour	32	53	23	38	4	7	1	2
The school takes account of my suggestions and concerns	31	52	26	43	2	3	0	0
The school is led and managed effectively	29	48	27	45	3	5	0	0
Overall, I am happy with my child's experience at this school	36	60	23	38	0	0	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"> <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.**



10 March 2010

Dear Pupils

Inspection of Leyland St Mary's Roman Catholic Primary School, Leyland, PR25 2QA

Thank you for helping us when we inspected your school. We were shown round by two very polite and informative pupils. You all told us many things that you enjoy at school, particularly literacy, numeracy and sports and you said teachers make lessons fun, but you would like more art lessons! We saw a PowerPoint presentation of an alien in a lesson and enjoyed being outside in the sunshine with Reception and Nursery children. We missed most of Year 6 because they were away on one of the trips that make your curriculum more interesting. Your parents and carers are happy with the school. This letter tells you what we found.

We judged your school to be satisfactory, with some good things. You get a good start in the Early Years Foundation Stage. You are well cared for. Those of you who need more help with learning are supported well. You told us you feel safe and secure and your parents and carers agree. You behave well, understand how to be healthy, do jobs in school sensibly and help others through charity work.

Teaching is satisfactory, and some is good. You make satisfactory progress, know your targets and try to present your work neatly. The leaders, governors and staff are working hard to improve the school. We have asked them to:

- help you make faster progress, reach higher standards and make sure you know how to improve your work
- build on the improvements that are happening now so your school can become good overall.

So look out for more challenges in your work! We are sure you will do all you can to help the staff by continuing to enjoy all you do at St Mary's School.

The inspectors send their best wishes to you all.

Yours sincerely

Mrs Kathleen McArthur

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**