

Ss Peter and Paul Catholic Primary School, Mawdesley

Inspection report

Unique Reference Number	119678
Local Authority	Lancashire
Inspection number	339502
Inspection dates	23–24 March 2010
Reporting inspector	Brian Holmes

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Mr John Cobham
Headteacher	Miss Patricia Coulthard
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 10 lessons and observed four teachers. They looked at pupils' work and observed their behaviour at play times and lunchtimes. Inspectors held discussions with governors, staff, groups of pupils and parents. They observed the school's work, and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 36 parents' questionnaires, 39 pupils' questionnaires and 10 staff questionnaires.

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

- the effectiveness of strategies to improve progress in mathematics in Key Stage 2
- the rates of pupils' overall progress in Key Stage 2, including those pupils with special educational needs and/ or disabilities
- the consistency of teaching in all classes and its impact on pupils' learning and progress
- the effectiveness of monitoring and evaluation by all leaders in driving improvement and accelerating pupils' progress.

Information about the school

Ss Peter and Paul is a small Catholic primary school in Mawdesley village. It enjoys close links with the local church and parish. The very large majority of pupils are White British with a lower than average number of pupils from minority ethnic backgrounds. There are no pupils eligible to take a free school meal and no pupils at an early stage of learning English. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average and has increased recently. The school has gained a number of awards including Healthy Schools status and the Basic Skills Quality Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Ss Peter and Paul is a good school which is successful in its mission 'to develop the whole person in a happy, healthy, safe and loving environment'. Its outstanding provision for pupils' care, guidance and support results in high levels of self-esteem and confidence in pupils as learners and an inclusive school where pupils enjoy their experiences immensely. Parents are extremely appreciative of the care that the school provides, typically describing it as 'a loving and caring environment where children settle quickly and happily'.

Pupils make good progress from different starting points to reach standards that are above average by the end of Year 6. Standards have risen faster in English, and whilst standards in mathematics have improved, pupils' progress in mathematics is not as rapid. Initiatives to improve the opportunities pupils have to use and apply their mathematical skills have not been embedded in all classes. Teaching is good, particularly in English. Assessment is used well to plan work for pupils' different needs but its use to make clear to pupils what they need to do next to improve is satisfactory because marking for improvement is not embedded in all classes. The curriculum supports pupils' achievement well, and is enriched by additional activities to support learning and personal development. Opportunities to use writing and other basic skills in all subjects are improving. Pupils' attendance is high and the extent to which they feel safe is outstanding. Both are strengths of the school's work. Pupils' behaviour, in classes and around the school, also contributes strongly to their learning. They get on well with each other in a close-knit community. They have a good understanding of how to live healthily and make a good contribution to the school and to the community. Their understanding of communities beyond the local area, however, is limited.

The school has successfully improved the quality of pupils' education. Governors have been significant partners with senior leaders in embedding the school's self-evaluation, which is accurate. As a result, there is a clear understanding of the school's strengths and weaknesses. The significant improvement in attainment in English and the maintenance of high attendance indicate that the school has a good capacity to sustain its improvement further.

What does the school need to do to improve further?

- Improve pupils' rates of progress in mathematics, by:
 - ensuring that opportunities for pupils to use and apply their mathematical skills are consistently provided in all classes

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- ensuring that the identification of next steps for pupils through marking is consistently applied in all classes.
- Improve pupils' understanding of other communities by providing more opportunities for pupils to learn about life beyond the local area.

Outcomes for individuals and groups of pupils**2**

Pupils respond well to the challenges they are set in lessons, demonstrating positive attitudes to their learning. They maintain good levels of interest and enjoyment and achieve well, as a result. For example, pupils in the Year 5/6 class worked well independently to write an explanation of how the sun causes a shadow and engaged enthusiastically in pairs to look at a partner's work and how well they were doing. In a few lessons in some classes, these opportunities are missed and pupils spend too much time on tasks which repeat work already covered in the lesson.

Across the school, pupils make good progress from different points of entry to reach standards above the national average by the end of Year 6. Standards have improved across the school and are well above average in reading. Pupils currently in Years 3 to 5 have maintained good rates of progress from well above average results at the end of Key Stage 1. There has been a good improvement in writing in all year groups. Standards have also improved in mathematics, particularly in Years 1 to 3 and progress is improving in the other year groups, although it is not as rapid as in English. Pupils with special educational needs and/or disabilities make good progress against their targets because of the consistently good support they receive in lessons from teaching assistants.

Pupils are clear that they feel very safe, that there is no bullying and that they know which adults to go to if they have problems. They show good respect for one another. They have a good understanding of healthy living through their engagement in sport and they make healthy choices at lunchtime. The whole school is involved in managing a vegetable patch in the school grounds to grow different vegetables. Pupils also contribute well to the school through the work of the school council and through their collective responsibility to look after each other. They link closely with the church, with pupils' giving readings, and 'Shine Week' linking the school with local people to celebrate a wide range of talents. Pupils are well prepared for the next stage of their education through the skills they develop in their learning and in their excellent attendance. They develop good spiritual, moral and social awareness. Assemblies contribute strongly to their spiritual development with opportunities for prayer and reflection and pupils have a clear understanding of right and wrong. Their cultural awareness is satisfactory. Pupils learn about other faiths in their lessons and engage well with sporting and cultural activities, such as the choir.

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.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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?

Teachers meet the needs of all pupils well through the good use of assessment to plan work that matches their different needs. Good subject knowledge and effective use of technology help to keep pupils engaged in their learning. Where pupils are involved in the lesson as partners in learning, learning moves at a brisk pace, as in a Year 2 literacy lesson where pupils used their knowledge of writing traditional tales and worked with the teacher to establish what they needed to include in such a piece of writing. Teaching assistants are deployed effectively and provide good support, particularly to pupils with special educational needs and/or disabilities. Occasionally, opportunities are missed to enable pupils to apply their knowledge in a wider context. The use of marking to enable pupils to know what to do next to improve their work is not consistent in all classes. It is good in some classes and, where there is good practice pupils have a clear understanding of how well they are doing and regularly assess their own progress against the learning objectives.

The curriculum contributes well to pupils' achievement. A focus on 'Big Writing' has had a positive effect on pupils' attainment in English and opportunities for pupils to apply their writing skills in all subjects are improving. Good practice was seen in work about life in Kenya and in leaflets on Ancient Greece. Progress is improving in mathematics through a focus on using and applying mathematical skills to undertake problem solving, but these opportunities are not consistently provided in all classes. Pupils' learning is enriched by a good range of extra-curricular activities, such as cookery and drama and additional activities in the curriculum. Pupils who are able, or gifted and talented benefit from access to workshops at a local high school. All pupils are learning a modern foreign

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language and enjoy themed events such as 'Science Week' and a 'Living History' day on the Victorians.

Pupils are extremely well cared for. Staff know the pupils extremely well and both parents and carers and pupils have high levels of confidence in the care, guidance and support provided by the school. As a result, staff have successfully established trusting and friendly relationships with pupils, which are central to the outstanding provision the school makes in this aspect. Clearly targeted support for pupils with special educational needs and/ or disabilities, and those who are able, gifted and talented, helps these pupils to enjoy school and to fulfil their needs.

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?

Senior leaders and governors have a clear focus for improving pupils' progress, maintaining high standards of attainment and for pupils' well-being. There are effective systems for checking the quality of teaching and tracking the performance of pupils, which have a positive effect in improving pupils' attainment and rates of progress, particularly in English. Senior leaders are now focused on ensuring the consistency of approaches across the school to improve progress in mathematics to the same level. Governors are fully involved in evaluating the work of the school through regular checking of progress on the school's priorities and focused classroom visits. They have a clear view of their responsibilities in relation to ensuring that safeguarding requirements are met. The school promotes equal opportunities well through its provision for different groups, notably pupils with special educational needs and/or disabilities and those who are able, gifted and talented. Safeguarding procedures meet current requirements and are supported through documentation. There is good engagement with parents and carers and a wide range of partners to support pupils' learning and well-being, such as local schools. The school promotes community cohesion satisfactorily. It is a harmonious community where pupils get on well. There are good links within the immediate community, but pupils' understanding of communities beyond the school and the local area is limited.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The quality of provision for children in the Early Years Foundation Stage is good. There is a high priority on children's safety in a secure learning environment. As a result, children settle quickly and happily and enjoy good relationships with staff who know them well. Parents and carers are positive about the provision their children experience and indicate that these good relationships have a positive effect on children's learning. Children show good levels of independence in choosing activities. They play well together sharing resources in the role play and sand areas and 'planting flowers' in the garden area outdoors. Children are encouraged to develop their writing skills through targeted activities and use information and communication technology well to construct number sentences.

The Early Years Foundation Stage is well led with an effective team of staff who manage children's learning and behaviour well. Activities are well planned to meet individual's needs and assessments are used effectively to plan next steps in children's learning. There is a good balance between adult-led and child-initiated activities, although planning for the outdoor environment does not always match that for indoors in its coverage of all the areas of learning. Children make good progress from starting points above those expected in all aspects of their learning. By the end of Reception, their attainment is well above that expected nationally.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Inspectors' findings agree with the views of the very large majority of parents and carers who express positive views about the school. They are very happy with their children's experiences at school, particularly their children's enjoyment of school and the extent to which the school keeps their children safe. Parents and carers typically commented on the approachability of staff and the welcoming and friendly nature of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ss Peter and Paul Catholic Primary School, Mawdesley 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	78	8	22	0	0	0	0
The school keeps my child safe	29	81	7	19	0	0	0	0
The school informs me about my child's progress	24	67	9	25	3	8	0	0
My child is making enough progress at this school	23	64	12	33	0	0	1	3
The teaching is good at this school	23	64	12	33	1	3	0	0
The school helps me to support my child's learning	26	72	9	25	1	3	0	0
The school helps my child to have a healthy lifestyle	26	72	10	28	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)	22	61	11	31	0	0	0	0
The school meets my child's particular needs	24	67	11	31	1	3	0	0
The school deals effectively with unacceptable behaviour	24	67	9	25	0	0	0	0
The school takes account of my suggestions and concerns	25	69	10	28	0	0	0	0
The school is led and managed effectively	28	78	4	11	1	3	1	3
Overall, I am happy with my child's experience at this school	29	81	6	17	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">■ 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.



25 March 2010

Dear Pupils

Inspection of Ss Peter and Paul Catholic Primary School, Mawdesley, Ormskirk, L40 3PP

Thank you for being so welcoming and friendly when I visited your school recently. I enjoyed my time at Ss Peter and Paul Catholic Primary, particularly talking to you. I know that you like your school and that you are rightly proud of it.

I think Ss Peter and Paul Catholic Primary is a good school with many strengths. I was impressed by your good behaviour and how well all of you get on with each other. You told me that you like the small size of the school because everyone knows each other and it is easy to make friends. You said that you like your teachers and told me that they give you hard work to help you learn. You enjoy your lessons and all the activities, such as swimming and cross-country. You make a good contribution through the work of the school council and by helping each other. As a result of everything the school does, the standards you reach are higher than they are in most schools and you make good progress in your learning. All the things the school does for you are made possible because your headteacher, the governors and all the adults work hard to do their best for you.

I am asking the school to do two things to improve. Firstly, I have asked the school to improve your progress in mathematics, by giving you more opportunities to use and apply your mathematical skills to solve problems and making sure that teachers' marking helps you to understand what to do next to improve your work. Secondly, you have a good understanding of your local area, but your knowledge of communities beyond it is not as good, so I have asked the school to improve this.

You can help by continuing to work hard, behaving well and doing your best to help the school improve further.

With very best wishes for the future

Yours sincerely

Mr Brian Holmes

Lead inspector

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