

# Catforth Primary School

## Inspection report

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<b>Unique Reference Number</b>	119160
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379741
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Andrew Morley

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anita Davies
<b>Headteacher</b>	Mandy Colligan
<b>Date of previous school inspection</b>	14 June 2007
<b>School address</b>	School Lane Catforth Preston PR4 0HL
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## Introduction

Inspection team

Andrew Morley

Additional inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons or part lessons, taught by four teachers, including the headteacher, and a teaching assistant. Meetings were held with pupils, two members of the governing body, a representative of the local authority, subject leaders and senior staff. The inspector observed the school's work and looked at pupils' workbooks, internal and external pupil progress data, school improvement planning and documentation in relation to safeguarding and child protection. The inspector also took account of 34 questionnaires returned by parents and carers, 27 completed by pupils in Key Stage 2 and 12 returned by teaching and support staff. No responses to the on-line questionnaire (Parent View) were available when planning the inspection.

## Information about the school

This is a much smaller than average sized primary school that is situated in a semi rural area. It draws pupils from the local area as well as many who choose to travel from further afield including the city of Preston. There are 59 pupils on roll in three mixed age classes: Class 1: Early Years Foundation Stage and Year 1; Class 2: Years 2 & 3; and Class 3: Years 4, 5 & 6. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is below average with very few of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is low. The percentage of pupils with special educational needs and those with disabilities is average. The school has met the government floor standards for the past three years. Catforth Primary has Healthy School status. It also holds the Basic Skills Quality Mark and is an accredited Eco-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

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Central to its success are the very caring relationships within a warm and vibrant environment that ensure good support and pupils’ good achievement. When children enter school their skills are generally in line with those typically expected for their age, particularly in communication, language and literacy. Good quality provision ensures that they make rapid progress in all areas of learning in the Early Years Foundation Stage. Pupils continue to make good progress through Key Stages 1 and 2 due to the excellent relationships and good teaching. The trend of improvement in attainment has continued since the previous inspection and is above the national picture. However, the school recognises that there is room to improve progress still further.
- The quality of teaching is good and improving. Lessons are well planned to meet the range of abilities in each class. Relationships between pupils and between pupils and the adults who work with them are very strong. Pupils with special educational needs and those with disabilities receive well focused support and make good progress from their specific starting points. There is a consistency in the quality of teaching across the school. However, the school is committed to improving teaching further, for example recognising the need to provide more opportunities for all pupils to develop greater independence in their learning.
- The behaviour of the pupils is outstanding. All groups of learners spoke about safety and demonstrated that they were physically, emotionally and socially very safe. As one child said, ‘We are one big family and we take care of each other’. Pupils behave well at all times, conduct themselves sensibly around the school site and are well engaged in their learning. They say that the school teaches them the dangers of bullying in all its forms and add that bullying does not exist in Catforth Primary. Safeguarding procedures and practice fully meet national requirements.
- The governing body, headteacher and all staff share a clear vision for the school. The strength of leadership lies in the strong motivation of staff and highly effective communication between all groups who contribute to the powerful vision of continual improvement. Perceptive leadership from the headteacher and commitment from

teaching, support and administrative staff ensure that the shared vision for how the school should move forward is put into practice. School self-evaluation is accurate, on-going, and undertaken as a matter of routine. The members of the governing body are actively engaged in the life of the school and they hold the leaders to account with increasing rigour.

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

- Continue to improve the quality of teaching and hence further increase the rates of pupils' progress by:
  - giving pupils more opportunities to develop independence in their learning and maximising their time to complete tasks
  - ensuring pupils respond to the marking guidance provided by teachers and have opportunities to assess and evaluate their own work.

## Main Report

### Achievement of pupils

Pupils look forward to their lessons and are eager to learn. Their behaviour and enthusiasm to do well and succeed make a strong contribution to their good progress. They enjoy their lessons and cooperate well with staff and each other. The work in pupils' books, observations in lessons and data that tracks pupils' attainment show that pupils are making good progress from their starting points.

Children enter the Reception class with skills in communication, language, literacy and mathematics which are in line with those expected for their age. They make good progress and achieve well in all areas of learning and enter Year 1 with above average levels of attainment. Although there was a dip in performance in 2011, pupils make good progress at Key Stage 1. This continues into Key Stage 2 with overall attainment being above and sometimes well above the national average in both English and mathematics. The progress of pupils from all groups is at least good, with more able pupils performing particularly well in English. Pupils with special educational needs and those with disabilities make the same progress as their peers because of the focused support they receive. While the small numbers in each cohort make it difficult to analyse gaps in the performance of different groups, the school has rigorous systems to ensure that no pupil group is underachieving. The vast majority of parents and carers who returned the questionnaires are happy with the progress their children are making.

Pupils show increasing enthusiasm for reading and many read independently at home. By the end of Key Stage 1, pupils' attainment in reading is above average. However, because of the small cohorts this can vary from year to year. The quality of provision and attitudes to reading mean that most pupils display above average levels of fluency and most can decode complex vocabulary. At Key Stage 2 and by the end of Year 6, pupils are confident and fluent readers and their reading skills are above and sometimes well above average. Pupils demonstrate good skills in information and communication technology (ICT) and, as early as the Reception class, use computers with confidence.

## Quality of teaching

The quality of teaching is consistently good throughout the school, with the teaching of phonics being outstanding. In view of the range of ages and abilities within each class, the planning of individual lessons and provision over time is a high priority and of high quality in all classes. The environment for Reception children is bright and welcoming. It ensures children quickly feel safe, secure and ready to explore the variety of exciting and well planned activities. Good relationships with their teachers and with other children ensure that they settle quickly and become confident learners. Children happily work together, sharing and taking turns. As a result of good teaching and a curriculum which provides a balance between activities chosen by children and those led by adults, children make good progress in all areas of learning. The recently developed outdoor area provides a stimulating space and is well used by the children to develop their imagination and explore learning independently.

Teaching across Key Stage 1 and Key Stage 2 is similarly good and improving; and there are examples of good practice in all classes. The best lessons were enhanced by the good subject knowledge of teachers and teaching assistants. Teachers were very skilled in their questioning strategies and showed great respect in valuing pupils' responses. Stimulating resources, including for ICT, are used effectively and contributed strongly to pupils' motivation and engagement. Interesting activities and the opportunity for pupils to connect their learning across subjects were very much appreciated by the pupils. For example, Year 2 and 3 pupils enjoyed learning about 'the Antarctic', developing geographical and scientific knowledge and at the same time developed their writing skills. On-going assessment of progress ensures good match of work to individual needs. For example, in one class the teacher and teaching assistants were very skilled in checking progress and amending activities part way through a session to secure challenging outcomes.

Occasionally, however, pupils do not achieve their full potential in lessons due to an over reliance on their teachers. While the teachers work hard to support all learners, strategies to promote and support resilience, confidence and independence are at an early stage of development. On occasions, teachers over direct learning, which restricts the time pupils have to complete their tasks and this is limiting their opportunity to think deeply enough about the subject matter. The marking of pupils' work, while positive, constructive and consistent, is not always responded to by pupils. Some pupils lack the confidence to assess their own work, and do not always have the opportunity to respond to their teacher's marking to show their understanding.

The curriculum provides opportunities for pupils to develop their basic reading, writing and mathematical skills and apply them within well planned topic activities. Teaching is very successful in promoting pupils' spiritual, moral, social and cultural development effectively and mutual respect abounds. For example, teachers and teaching assistants have good relationships with their pupils, who, in turn, have a high regard for the adults who work with them. The overwhelming majority of questionnaires returned by parents and carers indicate a high level of satisfaction with the quality of teaching their children receive. The school monitors the progress of pupils well, individually, in classes and for boys, girls and other groups. It is, therefore, able to identify any underachievement rapidly and provide good support to ensure that pupils come back on track to meet their targets.

## **Behaviour and safety of pupils**

Catforth Primary is very much a caring community. Behaviour was exemplary at all times during the inspection and this reflects the standard of behaviour over time, with pupils showing a high level of respect, care and engagement with other pupils and staff. All groups of pupils spoke with confidence and demonstrated that they felt safe in school. Pupils were keen to pay testament to the emphasis the school places on their safety and happiness and make particular mention of the support they receive from adults when they have worries or are unhappy. The older children understand their responsibility to model good behaviour and safe practice. They ensure that younger children are looked after on the playground and around school. The school has a small number of pupils with identified behavioural difficulties. The care of their classmates and their own response to the school's behaviour management strategies have resulted in very positive attitudes and engagement. At all times pupils are calm, orderly and considerate. When in class they understand that they are there to learn. This ensures that all lessons flow smoothly and there were no examples of pupils being distracted from tasks.

Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each. They make reference, for example, to the dangers of cyber bullying. They add, however, that if bullying does occur, it is handled swiftly and effectively by staff. Parents and carers agree and all of those who returned the questionnaires expressed the view that their children believe they are safe in school. The security that pupils feel in attending Catforth Primary is exemplified by consistently above average attendance. Punctuality is also a particular strength.

## **Leadership and management**

Leadership is totally committed to the school and community of Catforth Primary. The headteacher leads by example and engenders good levels of teamwork and accountability among all staff. It is very much a team approach and, as a result, all staff feel valued and share a common vision for taking the school forward. As one staff member states, 'It is a privilege to work as part of a team committed to providing the very best for the children'. Accurate and honest self-evaluation and an overriding concern to raise standards and achievement have led to good improvements since the previous inspection, in pupils' progress, attainment and attendance. Plans for further improvement are informed by accurate quality assurance processes. This is supported by well-defined opportunities for individual and whole staff professional development. The school is actively engaged in a network of local schools and staff development and sharing of expertise is a strong feature of the partnership. Monitoring and evaluation of the quality of teaching and the curriculum which is largely carried out by the headteacher, supported by a local authority officer, are systematic and accurate. In this small school, the key leaders have significant responsibility for subject leadership. They are proactive in promoting improvements and new and less experienced staff benefit from their sensitive support and guidance. The capacity to improve further is therefore good.

The governing body is fully supportive of the school's direction for development and members challenge leaders with increasing rigour. The school promotes equality of opportunity well and has effective strategies to tackle discrimination on the rare occasions this may occur. Safeguarding and child protection arrangements are secure, regularly reviewed, and fully meet national requirements. Engagement with parents and carers is excellent, and as a result, an overwhelming proportion of parents and carers appreciate the

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dedication and contribution of the school and its staff. Parents are proud of their school and see it as very much part of the community. As one parent said, 'Our two children are the fifth generation to attend Catforth Primary School'. Another parent commented, 'We can't over emphasise how happy we are with this school'.

The curriculum is broad and balanced and provides pupils with a good variety of extra-curricular and enrichment activities which are popular and well attended. The new skills-based curriculum is having a positive impact on pupils' enjoyment of learning, on their academic progress and also on their personal development. Through their topic work, pupils have opportunities to see links between subjects. Great care is taken to ensure that the core skills of literacy and numeracy are provided for in topics. Pupils say they really enjoy learning in this way. The impact of the curriculum on pupils' spiritual, moral, social and cultural development is good. The school is proactive in ensuring that pupils have first-hand opportunities to engage with children from other cultures and pupils have a secure understanding of cultures and religions which are different from their own.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



19 January 2012

Dear Pupils

**Inspection of Catforth Primary School, Preston PR4 0HL**

Thank you for the friendly welcome you gave me and for being so polite and kind when I inspected your school. I enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

I judge that your school is good and that you are making good progress. Your teachers are working hard to help you in your learning and it was pleasing to see the improvement that you have made and that you are enjoying doing your topic work. Your behaviour in class is outstanding and you play well together. I really liked the way in which the older children cared for and helped look after the younger ones. You know how to stay safe and many of you told me how much your teachers care about you.

Your headteacher, staff and governors are working hard to help you do even better. To help them in this I have asked them to give you more opportunities to explore learning by yourself and with your classmates. Also, when your teachers mark your books I have asked them to ensure you think about what they are saying to help you improve.

Once again, thank you for making me so welcome. All of you are a credit to your school. Keep being kind to each other; help your teachers and work hard to make your school even better.

Yours sincerely

Andrew Morley  
Lead inspector

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