

# St Kentigern's Catholic Primary School

Newton Drive, Blackpool, Lancashire, FY3 8BT

**Inspection dates** 14–15 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress from their different starting points throughout the school.
- Children get a good start to their learning in the early years provision.
- Teaching is good across the school, and sometimes is outstanding. Staff know pupils very well and help them to make good gains in their learning..
- Disadvantaged pupils, disabled pupils and those with special educational needs, and pupils who speak English as an additional language achieve well, because work is planned to meet their needs and they are well supported.
- Pupils behave well. They enjoy coming to school and are keen to learn. They say they feel very safe and are well cared for in school.
- School leaders, managers and governors have a clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is very strong. Pupils are well prepared for life in modern Britain.
- Parents are very supportive of the school.

### It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough.
- Pupils, including those in Key Stage 1 and the most able, are not always given work that is hard enough to enable them to make the best possible progress and achieve the highest standards.
- Pupils' achievement in writing is not as strong as in reading and mathematics. Pupils, especially the most able, have too few opportunities to write at length in different subjects.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons, or part-lessons. Two lessons were observed jointly with senior leaders.
- Meetings were held with school leaders and with four governors, including the Chair and Vice-Chair of the governing body. Inspectors also met a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 43 responses to the on-line questionnaire (Parent View) and also spoke to parents informally. They also considered 11 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Samantha Kidd

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in seven single year group classes from the Reception Year to Year 6.
- The proportion of pupils from minority ethnic backgrounds is above average and has been rising.
- The proportion of pupils who speak English as an additional language is above average and has been rising.
- The proportion of disadvantaged pupils is below average. These are pupils supported by the pupil premium which is funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve further the quality of teaching to raise pupils' achievement, so that pupils make at least good progress and achieve higher standards, particularly in writing and at Key Stage 1 by making sure that:
  - expectations of what pupils can achieve are always high enough
  - the work set is always hard enough so that pupils, especially those in Key Stage 1 and the most able, are consistently challenged to make the best possible progress and attain the highest standards
  - pupils have more opportunity to write at length in different subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher provides purposeful and effective leadership, and is well supported by the senior leadership team, middle leaders and governors. They have responded well to the areas for improvement identified in the previous inspection, and their actions have improved the quality of teaching and raised pupils' achievement.
- There are robust systems for checking how well pupils are doing. School leaders at all levels make good use of information about pupils' achievement and progress. They have a clear and accurate view of how well the school is performing and where it could do better. For example, plans are already in place to improve standards in writing and leaders are aware that teacher expectations are not always high enough to result in the most rapid progress for all pupils.. Improvement planning is clearly focused on improving teaching in order to raise achievement.
- School leaders, including middle leaders, closely monitor the quality of teaching and learning and check and evaluate pupils' performance effectively. Any underachievement is addressed by providing pupils with extra help if they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's commitment to equal opportunity for all pupils.
- Information about the quality of teaching and pupils' progress is used effectively by leaders to check how well teachers are performing and to identify where further training or support are needed. It is also used when making recommendations about teachers' pay.
- Staff are working increasingly successfully to share best practice within the school and have benefitted from working with staff from other local schools.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enhanced by a good range of activities, clubs, trips and visits covering sport, drama, and culture. Year 6 pupils spoke enthusiastically about a residential outdoor activities visit they had recently been on, and Year 4 pupils emphasised how much they enjoyed musical activities.
- Pupils take on responsibility in a variety of roles, for example as members of the school council or as 'play pals' looking after younger pupils. The school actively celebrates its cultural diversity, and there are strong links with the local church and community. These all contribute to pupils' very strong spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain.
- Procedures for safeguarding pupils are fully in place and active.
- The school is using the additional primary school physical education and sport premium successfully. Specialist teachers and coaches take lessons, run activities and train staff, and the school participates in a wider range of sports competitions. This is having a positive impact on pupils' physical well-being and lifestyles.
- The local authority provides light touch, but effective support for this good school.
- **The governance of the school:**
  - Governors have undertaken training to improve their skills and effectiveness and are well informed about the quality of teaching, learning and pupils' achievement. They have a clear understanding of the use and analysis of data about pupils' achievement and progress and how these are linked to the quality of teaching. They hold school leaders to account very effectively by asking probing questions about how well the school is doing and where it could do better, and also by setting challenging targets as part of the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay.
  - Governors are involved in the day-to-day life of the school in a variety of roles and manage the school's finances effectively. They have a good knowledge of how pupil premium funding and the primary sport funding are spent and the impact they have. They make sure that the school meets all its statutory duties, including those related to safeguarding.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils want to do well and have positive attitudes to learning. They take pride in their work and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- Discussions with pupils and the school's behaviour records show that poor behaviour is rare. Pupils are strongly intolerant of racism and discrimination, and there are very few incidents. Pupils say that 'most

people get on really well' in school.

- A very few pupils sometimes display challenging behaviour, but the school manages this consistently and well. Pupils with behavioural difficulties are supported in a caring and nurturing way, often involving specialist support staff. There is evidence that this leads to improved behaviour of these pupils.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils are polite and considerate, behave responsibly in the hall at lunchtime and play safely and well together at break.
- As a result, pupils enjoy coming to school. Attendance has improved and is above average.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are very positive about feeling safe and well cared for in school. They have a very good knowledge of how to keep themselves safe in different situations, including personal safety, on roads, when cycling and when using the Internet.
- Pupils have a very good understanding of the different forms of bullying, and understand the difference between bullying and falling out. They say that there is no bullying in school at the moment, but have every confidence that school staff would sort it out quickly if it occurred.
- School leaders and staff work very closely with parents and external agencies to ensure that vulnerable pupils are safe and secure. The work of the Family Support Worker has a very positive impact in this area.
- Almost all parents who responded to the Parent View survey think that their children are happy, safe and well looked after in school. Inspection evidence supports this view.

### The quality of teaching

is good

- The quality of teaching is improving. It is typically good across the school and, sometimes, it is outstanding. This was confirmed by teaching observed during the inspection, the work in pupils' books and the school's records of pupils' progress and the quality of teaching. This enables pupils in all classes to learn well.
- Staff know pupils very well and there are good relationships all round. Staff set work that motivates and engages pupils in their learning. Pupils say that 'lessons are fun but we learn a lot' and that 'there are lots of practical activities and we solve problems'. As a result, they are keen to learn and do well.
- Although staff generally have high expectations of what pupils can achieve so they make good progress, expectations are not always high enough to result in the most rapid progress for all pupils. The work set is not always challenging enough to enable pupils to learn as much as they could. Sometimes, pupils, including the most able and those in Key Stage 1, do not tackle work that is hard enough to allow them to reach the highest levels. Questioning is used well to check and reinforce pupils' knowledge, to deepen their understanding and extend their learning. In English, for example, Year 4 pupils were studying the witches' poem in *Macbeth*. They used this as a stimulus to write and perform their own poems. Questioning was used very effectively to challenge them to improve both their poems and their performance. As a result, pupils had to think hard about what they were doing, but greatly enjoyed learning and made excellent progress.
- Pupils' work is marked regularly, consistently and well. Staff use praise effectively and give helpful advice and guidance about the next steps in pupils' learning. It is clear that pupils have time to respond to this advice. Consequently, pupils know how well they are doing and what they need to do to improve their work.
- Teachers and teaching assistants work well together to help pupils who find learning more difficult. This includes disadvantaged pupils, those who are disabled or have special educational needs, and those who speak English as an additional language. This helps these pupils to make good progress and achieve well.

### The achievement of pupils

is good

- Pupils achieve well and make good progress during their time in the school. From below what is typical for their age and sometimes lower in language skills when starting school pupils reach standards in reading, writing and mathematics that are broadly average by the end of Year 6.
- Standards at the end of Key Stage 1 have varied, but are typically below average. In 2013, they were below average in mathematics, and well below average in reading and writing. Preliminary results for 2014 suggest that standards are likely to remain below average, although this represents good progress from pupils' individual starting points. Attainment varies as pupils start in Year 1 but is rising for the

current pupils although some remain lower than expected in their language skills. Inspection evidence confirms that pupils currently in Year 1 and Year 2 are making good progress.

- Standards at the end of Key Stage 2 have improved steadily. In 2013, they were above average in reading and mathematics, and around average in writing. The proportion of pupils who made the progress expected of them was above average in writing and mathematics, and close to average in reading. The proportion that made better than expected progress was above average in reading and mathematics, and close to average in writing.
- Preliminary results for 2014 show that the standards reached by pupils at the end of Year 6 improved in reading and mathematics, although they fell back slightly in writing. This group of pupils made good progress from their below average starting points at the end of Key Stage 1, especially in reading.
- Inspection evidence from observing learning in lessons, looking at pupils' work, talking to pupils and examining the school's most recent data show that all groups of pupils in Key Stage 2 are currently making good progress and achieving well.
- Pupils make good progress in reading because they read regularly and are well taught. Key Stage 1 pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics screening check has improved and is well above average this year.
- Pupils have well-developed numeracy skills and make good progress in mathematics. They frequently use and apply their mathematical knowledge and skills to solve 'real life' problems, and do this effectively.
- Pupils achieve well in writing, although the standards they reach and their rate of progress are typically lower than in reading and mathematics. Pupils write in different styles in different subjects, but do not write at length often enough across the curriculum.
- Disadvantaged pupils who are eligible for the pupil premium achieve well. They receive effective support if they need it and make good progress. There were too few disadvantaged pupils in 2013 to make a comparison of their attainment and progress with other pupils nationally.
- Disabled pupils, those with special educational needs and those who speak English as an additional language make good progress because their needs are accurately identified and they receive good support to help them learn from skilled teachers and teaching assistants. As a result, they achieve as well as other pupils in the school and their individual needs are met well.
- The most-able pupils make good progress and achieve well overall because they are increasingly being given more difficult work. However, this is not yet consistent and in some classes their progress is not always as rapid as it could be because they are not always given work that is challenging enough.

### The early years provision

is good

- Children join the Reception Year with skills and knowledge that vary from year to year, from below to significantly below those typical for their age, especially in communication and language. Whatever their starting points, children make good progress. Many are starting to work at the level expected although some remain lower in their communication and language skills when they enter Key Stage 1.
- The quality of teaching is good. Staff have high expectations and make sure that learning is purposeful and well focused. Children play, explore and work hard on activities that challenge them to develop their skills. As a result, they learn quickly and make good progress in all areas of learning, especially improving their language skills.
- Staff ensure that children make the best use of the unavoidably limited outdoor space and so enhance their learning. For example, during the inspection, children were using their imagination well to tell a story using a puppet theatre, and others were enjoying using sand to write their names letter by letter.
- Staff record and assess children's progress regularly and accurately, and use this information to plan activities to challenge them further. The needs of individual children are met well and they make good progress. This includes disabled children, those who have special educational needs, those in most need, those for whom the school receives additional funding and those who speak English as an additional language.
- There are close working relationships with nursery providers and outside agencies, and very strong links with parents. These ensure that children make a smooth transition to Reception Year and are very well cared for.
- Children are well motivated, show good attitudes to learning and behave well in a safe and caring environment. The early years provision makes a strong contribution to children's physical and emotional health, safety and well-being, as well as to their spiritual, moral, social and cultural development.
- The leadership and management of the early years are good. Leaders have an accurate view of how well

children are doing and what needs to be improved further.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	119599
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	448833

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maura Leyland
<b>Headteacher</b>	Frances Wygladala
<b>Date of previous school inspection</b>	5 October 2009
<b>Telephone number</b>	01253 393302
<b>Fax number</b>	01253 301973
<b>Email address</b>	admin@st-kentigern.blackpool.sch.uk

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