



St Kentigern's Catholic Primary School

Inspection Report

Unique Reference Number 119599
Local Authority Blackpool
Inspection number 291475
Inspection date 11 October 2006
Reporting inspector Mark Williams HMI

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

Type of school	Primary	School address	Newton Drive
School category	Voluntary aided		Blackpool, Lancashire
Age range of pupils	4-11		FY3 8BT
Gender of pupils	Mixed	Telephone number	01253 393302
Number on roll (school)	216	Fax number	01253 301973
Appropriate authority	The governing body	Chair	Reverend Father JC Foulkes
		Headteacher	Mrs Frances Wygladala
Date of previous school inspection	1 February 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

St Kentigern's is an average sized primary school situated close to the centre of Blackpool. The number of pupils entitled to free school meals is broadly average, as is the number for whom English is not their first language. Eighty-five per cent of pupils are of White British heritage; the remaining 15% from a rich variety of backgrounds and cultures. One quarter of pupils have been identified as having learning difficulties and/or disabilities. This is higher than that found nationally. A key feature of the school is the high proportion of pupils who start or leave the school during term time.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school providing high quality education for its pupils. It provides good value for money.

All main areas of the school's work are judged to be good, including improvements since the previous inspection. These judgements confirm the school's own view of its performance and highlight the accuracy of its self-evaluation. The school is demonstrating good capacity to make further improvements.

The school has many strengths. From starting school in the Foundation Stage (Reception class) with abilities generally below those found nationally, children immediately begin to make good progress. This good progress is continued in Key Stages 1 and 2. By the time they leave school at the age of 11, most pupils attain standards in line with other schools nationally. This represents good progress. This is because the good leadership and management of the school, including the outstanding contribution of the headteacher, has ensured teaching is consistently good, that the curriculum is modified well to meet pupils' needs, and that the care, guidance and support provided are of a high quality. These factors also ensure the personal development and well-being of pupils are good. However, the school is not complacent. Through the evaluation of its own performance the school knows there is scope for greater consistency in the use of marking and the sharing of improvement targets with pupils.

What the school should do to improve further

- Ensure consistency in the marking of pupils' work so that all pupils know the next steps in their learning.
- Ensure pupils know and understand their targets for improvement.

Achievement and standards

Grade: 2

Children enter school with abilities generally below those found nationally. The level of these abilities, and the higher than average proportion of pupils who start or leave the school during term time, present obstacles to the achievement of high standards. Therefore, results in national tests at Key Stage 1 and 2 vary from year-to-year. However, despite these factors, most pupils attain standards at the end of their time in school in English, mathematics and science that are in line with the national average. This represents good progress across the school, including in the Foundation Stage.

This good progress is the result of consistently good teaching across all key stages, well-matched support for pupils with social and/or emotional difficulties, with learning difficulties and/or disabilities and those who have English as an additional language, and the effective use of information about what the pupils can already do. Lessons reinforce the key skills of literacy and numeracy and activities are relevant to the

pupils' needs. The school's targets for pupils' performance are challenging and reflect the high expectations the school has for its pupils.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Pupils are enthusiastic about school. They say they enjoy school and any problems they may have are quickly sorted out. They behave well in lessons and during playtimes. Pupils respond well to the encouragement and rewards they receive for their good work, attitudes and behaviour. Attendance rates are satisfactory and are the result of the school's effective work with parents. Punctuality is good.

Pupils' spiritual, moral, social and cultural development is good. Pupils embrace the Christian faith and value the school's diversity of cultures; for example, in making African style music. Pupils are aware of their responsibilities towards themselves and others. Pupils are proud to serve as school captains and help raise money for charities. The community spirit is strong and enhanced by the good contribution of the school council who feedback ideas and discussions to their fellow pupils. Pupils make good use of information and communication technology (ICT) and this supports the development of their economic well-being.

The school is working towards 'Healthy Schools' status and the pupils' contribution to this goal is outstanding. They regularly make choices that enable them to stay safe and lead a healthy lifestyle. For example, after only a few weeks in school, children in the Foundation Stage are able to choose fruit and vegetables to eat at break and lunchtimes and able to tell each other why such choices are healthy.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good with some outstanding features. As a result, pupils make good progress in their learning.

Lessons are planned well and include clear learning goals and a range of activities that provide good support and challenge to pupils of all abilities. Good opportunities exist for group and independent work.

Teachers make very good use of a variety of resources, including ICT. These, coupled with some excellent questioning and the very effective and well matched deployment of teaching assistants, ensure lessons proceed at a good pace, are stimulating and enjoyed by the pupils. Overall, teachers' marking is thorough. However, it is not used consistently across the school and does not always provide clear guidance to pupils on how to improve in the next steps of their learning.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. It is broad, balanced and adapted well to meet the needs of all pupils. There is a good range of before and after-school activities which extend pupils' skills well.

At the heart of the curriculum are good opportunities to reinforce the key skills of literacy and numeracy. As a result, the curriculum is relevant to pupils' needs and supports good progress in this aspect of learning. The curriculum in Key Stage 2 is enhanced by the teaching of French. Good provision exists for pupils' personal, social and health education and for links between subjects. For example, pupils in Year 2 enjoy making healthy pizzas and sandwiches in lessons that encompass literacy, numeracy and design and technology. The Foundation Stage curriculum provides good opportunities for the youngest pupils to develop the range of skills required for life in school and home.

Care, guidance and support

Grade: 2

Care, guidance and support are good and can be seen in the school's strong commitment to its pupils. Good arrangements are in place to safeguard pupils in the policies for child protection, health and safety, and risk assessments.

Pupils with learning difficulties and/or disabilities are supported well through detailed plans which make clear what levels of success are expected. The very effective deployment of teaching assistants ensure these pupils, and others with specific needs, receive good support and make good progress in their learning and personal development. All pupils have targets for improvement based on good levels of knowledge about what they can already do. However, this information is not consistently communicated to the pupils by teachers.

Good support is given to children starting school in Reception and at other times during the school year. Good links with local schools ensure pupils who move on to high schools or other local schools are supported well.

Leadership and management

Grade: 2

Leadership and management are good overall and are enhanced by the outstanding contribution of the headteacher. Her very strong commitment has ensured the staff and the governors are fully committed to achieving high standards of care and education for the pupils. The school remains focused on inclusion and on the fulfilment of its mission statement throughout a period when it is inducting new senior staff and subject leaders. The school knows its strengths and weaknesses well and the judgements made in its self-evaluation are accurate.

Governance is good. The governors are provided with detailed information. They increasingly hold senior staff to account for the school's performance. Financial management is good and has enabled ICT provision to be improved, best use to be made of the buildings and staffing to be increased in order to better meet the needs of pupils.

The school has made good improvement since its previous inspection. Coupled with the drive of the headteacher, good plans for improvement and strong levels of commitment evident throughout the school; it has good capacity to become even better.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

The Children

St Kentigern's Catholic Primary School

Newton Drive

Blackpool

Lancashire

FY3 8BT

11 October 2006

Dear Children

Thank you very much indeed for the warm welcome you gave me when I visited your school recently. Even though the weather was miserable, I was impressed with your good behaviour and attitudes. I could see clearly you were proud of your school.

I thought you would like to know what I found out.

Your school helps you to make good progress in your learning and helps you to grow into good young citizens. All adults at the school do a good job in helping you achieve. They care for you well. I found some aspects of your school that were outstanding. I was really impressed with how you made healthy choices. I hope you achieve 'Healthy School' status soon. I was also impressed by some of the questions some of your teachers asked. They made you think hard about what you were learning. Not least, I was very impressed by how Mrs Wygladala leads your school. With you, the staff, the governors and the whole community, she has made sure your school is a good one and one that wants to be even better. To help you to do this, I have asked Mrs Wygladala to make sure that when teachers mark your work, they give you good advice about what you should do to improve. I have also asked that the challenging targets the school has for you are shared with you more often than they are. I know you will work hard and help your teachers to make your school even better.

I wish you well for the future.

Mark Williams

Her Majesty's Inspector of Schools