

Burscough Village Primary School

Colburne Close, Burscough, Ormskirk, Lancashire L40 4LB

Inspection dates

5–6 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Following the school's last inspection, there was a decline in the quality of teaching, leading to a drop in the standards achieved by pupils. The headteacher and senior leaders have arrested this decline. Recent improvements are ensuring that current pupils are making good progress.
- Leaders have successfully worked with the local authority to broker appropriate support to improve the quality of teaching. Teaching is now good.
- Leaders recognise the differences that each pupil brings to the school. Their efforts to promote pupils' personal development and welfare are good.
- Pupils behave well in lessons and when moving around the school. They are considerate of one another. Pupils have a thorough understanding of the behaviour systems in the school.
- Attendance has remained above the national average for several years.
- Disadvantaged pupils and those with special education needs and/or disabilities (SEND) make good progress.
- Pupils' outcomes are improving. Although progress in reading and writing declined at the end of key stage 2 in 2018, school performance information indicates an improving picture throughout the school.
- The teaching of mathematics and English is good overall. However, sometimes pupils do not have enough opportunities to develop their writing and presentation skills across a range of subjects. Opportunities to apply mathematical skills in other subject areas, although improving, are also limited.
- In key stage 1, the teaching of phonics is good. However, sometimes pupils do not have opportunities to learn new words in context.
- At time, adults' questioning does not enable pupils to develop and deepen their responses.
- The teaching of science in key stage 1 is sometimes not challenging enough for the most able pupils.
- The curriculum prepares pupils well for life in modern Britain. Opportunities to develop pupils' spiritual, moral and social development are good. However, pupils have limited opportunities to learn about different cultures and religions.
- Early years provision is good. A structured learning environment is in place across the Nursery and Reception classes. Leaders have put effective measures in place to continue to improve children's poor moving and handling skills.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - continuing to provide pupils with opportunities to develop their mathematical, writing and presentation skills across a range of subjects
 - ensuring that questioning by adults more consistently enables pupils to develop their answers in depth
 - enabling pupils to apply new words taught in phonics lessons within different contexts
 - providing pupils in key stage 1, especially the most able pupils, with more opportunities to develop their scientific understanding.
- Improve pupils' personal development further by enabling pupils to develop a deeper understanding of different religions and cultures.

Inspection judgements

Effectiveness of leadership and management

Good

- The school has changed considerably since the previous inspection. Many members of staff are new. The recently appointed headteacher, staff and governors have worked effectively over the past 22 months to arrest a decline in pupils' achievement and the quality of teaching. Their work has been very successful. A recently introduced assessment system has ensured that the progress of each pupil is now monitored carefully. Along with good teaching, this ensures that pupils make good progress across the curriculum.
- Leaders have worked hard to create an inclusive environment recognising individual pupils' strengths. For example, the moment visitors enter the school they are greeted with a welcoming display stating: 'Every child is a different kind of flower and all together make this world a beautiful garden.'
- The school self-evaluation is an accurate portrayal of the school's recent history and its current position. Pupils' progress and attainment are now good in comparison to the outstanding standards reported at the previous inspection. The school development plan clearly sets out how the leaders intend to continue to improve the school and consolidate the work accomplished to date.
- Leaders have ensured that the quality of teaching, learning and assessment is good in each key stage. Where teaching had been weakest, leaders have taken effective action to address this. Senior leaders, along with the leaders of English and mathematics, make regular checks on the quality of teaching, assessments and the work in pupils' books. This detailed information is fed back to teachers regularly to help them to improve.
- Pupils' behaviour and conduct continue to be a strength of the school. Attendance remains above the national average and rates of persistent absenteeism remain low.
- The leadership of mathematics is good. Decisive plans have been put in place to raise the profile of mathematics across the school. Regular checks on the quality of learning have identified that in the past pupils' progress has been weaker in key stage 2. This is because pupils have not had enough opportunities to apply their reasoning skills. Although this area is rapidly improving, pupils sometimes lack opportunities to apply their mathematical skills in other subject areas.
- The leadership of English has brought about changes in the process of teaching reading. Leaders have invested heavily in reading resources. The active promotion of reading is apparent. The creation of a new library and investment in high-quality texts have raised the profile of reading.
- Leaders make checks on the quality of writing as part of their ongoing monitoring of English. The English subject leader provides tailored support to staff in relation to the teaching of handwriting across the school. Inspectors noted that the presentation of written work is not consistently good across the curriculum in all year groups.
- Subject leadership roles across the school are well developed. For example, the leader for science makes regular checks on the quality of pupils' work. The leader for physical education (PE) has ensured that sport has a high profile among the staff and pupils. As

part of the work to promote PE, staff and pupils are encouraged to complete a daily mile each lunchtime.

- The leadership of SEND is good. Well-structured plans are in place, ensuring that pupils receive timely and suitable support. Effective methods of assessment ensure that these pupils continue to make good progress. Teachers and teaching assistants plan and deliver appropriate work to challenge these pupils well.
- Disadvantaged pupils in the school who receive additional support through the pupil premium make good progress. Historically, these pupils have not done as well as others nationally or in the school. Detailed assessments and heightened accountability systems introduced by the headteacher have ensured that disadvantaged pupils in the school now do as well as their peers. Leaders utilise the skills of the learning mentor effectively to work successfully with families that need support.
- The school's curriculum has been designed to enable pupils to develop their resilience as learners. Interesting topics and themes ignite curious minds. Pupils have many opportunities to develop their spiritual, social and moral skills. For example, pupils in key stage 2 recently wrote to a major high-street retailer asking them why they continued to sell items containing palm oil.
- The curriculum prepares pupils well for life in modern Britain. Pupils have a good understanding of democracy, tolerance and the rule of law. Pupils enjoy the many exciting clubs and trips which enrich the curriculum further.

Governance of the school

- Governors are proud of the school and the achievements of the pupils. They are supportive of the work of the senior leaders and hold them to account in relation to the performance of pupils. Governors use the information that they have to ask challenging questions about aspects of the school's performance.
- Governors are actively involved in checking progress on the identified school development priorities. They visit the school regularly and work alongside leaders and teachers.
- Governors have ensured that the additional pupil premium funding is accounted for and that disadvantaged pupils make good progress. They have a good oversight of how the additional funding through the sport premium is spent. They also check for impact. For example, they know that this funding has been used to train staff and raise the profile of PE across the school.
- Governors make regular checks on the safeguarding systems in the school. They fulfil their statutory responsibilities well.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of safeguarding in the school. There is a constant effort to continue to strengthen the systems in place.
- Staff members have received relevant training to raise their awareness of safeguarding. They have received training to enable them to spot signs of potential

radicalisation. Members of staff that the inspectors spoke to are vigilant and have an acute awareness of their responsibilities.

- The headteacher and the chair of governors have been trained in safer recruitment. Checks on the suitability of adults to work in the school are thorough. Visitors cannot pass through the entrance without undergoing comprehensive checks.
- School leaders work with a number of agencies to ensure that pupils remain safe. Referrals to social care are timely and proportionate. Leaders work with a number of external agencies, including play therapy, sensory therapy and counselling, to ensure that the right support is brokered for those who need it most.
- Pupils said that they felt safe in the school. Most parents and carers who spoke to the inspectors and those that responded to Parent View, Ofsted's online questionnaire, said that their children were safe.

Quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment are securing good progress for all groups of pupils.
- The headteacher has successfully worked with the local authority to eradicate the weaker teaching practices that were in the school. Teachers benefit from regular professional development and opportunities to work together. This helps to ensure that the quality of teaching across the school is good.
- Classroom environments are well organised, ensuring that pupils have the greatest opportunities to produce their best work. Teachers' subject knowledge is good and they plan interesting lessons to engage and motivate the pupils. Often, adults are skilful in questioning pupils to deepen and develop their thinking and responses. However, sometimes adults' questioning is less effective, for example when they do not allow pupils sufficient time to expand on their answers.
- The teaching of phonics secures good outcomes for pupils in key stage 1. However, at times, teaching does not enable pupils to develop their full understanding of new words, because the words are not presented to them in a relevant context.
- The teaching of mathematics is securing positive outcomes for pupils. Teachers have received up-to-date training from the mathematics subject leader. Plans and assessments are checked regularly, ensuring that pupils' work remains of a high standard. The standard of pupils' mathematics work is good. Teachers give pupils many opportunities to apply their reasoning skills to various mathematical situations. However, they are less effective in allowing pupils to apply their mathematical skills in other subjects.
- The teaching of writing is effective. Teachers focus on ensuring that spelling, grammar and punctuation are effectively applied to writing tasks. Teachers ensure that writing opportunities cover a wide range of genres. Some teachers provide pupils with many opportunities to develop their writing across the curriculum. For example, Year 2 pupils wrote detailed information about a wide range of explorers as part of their history work. In Year 4, pupils collaboratively constructed diary entries based on the eruption of Mount Vesuvius at Pompeii. However, other pupils do not have these regular

opportunities to develop their writing skills across different curriculum subjects.

- Teachers model handwriting well to the pupils. Levels of presentation and application of handwriting are improving; however, they are not yet consistent in every year group.
- Teachers promote reading well. Exciting displays and reading areas inspire pupils to read and discuss their reading. For example, in Year 5, pupils write detailed reviews and recommendations of their favourite books.
- Teaching assistants support pupils with SEND well. They help pupils make good progress by working with them individually and in small groups.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Most pupils are confident in their views about the school. They discuss their favourite subjects and have a good understanding of what they need to do to achieve well.
- Pupils are aware that they need to keep themselves motivated in order to do their best. They spoke about strategies that they have been taught to help them stay positive and be self-motivated. Pupils know that they should always try their best and never give up.
- Pupils have a good understanding of how to stay healthy and fit. They enjoy walking or running a mile each day at lunchtime.
- Pupils have a good understanding of British values. They are aware that they live in a democracy. For example, they relate this well to their own elected position in the school, for example as school council members. They have a strong awareness of justice and the rule of law. Pupils have a keen understanding of diversity. Pupils said that, regardless of colour or religion, each person is a unique individual and should, therefore, be treated with respect.
- The curriculum provides pupils with many opportunities to develop their spiritual, moral and social development. Pupils enjoy participating in the many clubs that the school offers. There are too few opportunities for pupils to develop a deeper awareness of other cultures and faiths by, for example, having more first-hand experiences.
- Pupils have a good understanding of how to keep themselves safe, both online and while away from school. Pupils know that sharing personal information while on the internet is not safe. They know about the dangers of the roads and railways near to the school. As part of the curriculum, pupils benefit from lessons in road safety, safe cycling and the safe use of scooters.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to their learning. They listen carefully to adult instruction. Relationships between staff and pupils are good.

- Pupils behave well while in lessons and while moving around the school. They play well together during breaktimes and lunchtimes. Pupils enjoy the organised games and structures at lunchtimes.
- Records show that incidents of poor behaviour are rare. Pupils said that bullying and name calling were rare. Pupils have a thorough understanding of the school behaviour policy. Pupils said that their teachers treated them fairly.
- Attendance has remained above the national average for several years. Rates of persistent absences have remained low.
- The headteacher and the learning mentor work closely with vulnerable families to ensure that attendance remains good.

Outcomes for pupils

Good

- Published information in 2018 showed that the progress pupils made in reading and mathematics at the end of key stage 2 was below that of other pupils nationally.
- Leaders have recently introduced a new system of assessment that allows them to have a better oversight of the progress of individual pupils. Along with improved teaching, learning and assessment, this is ensuring that current pupils make good progress across the curriculum. This is confirmed by the work in pupils' books.
- The proportion of pupils who achieve the expected standard in English and mathematics at the end of key stage 1 has been in line with the national average for three years.
- The proportion of pupils achieving the expected standard in the phonics screening check has been in line with the national average for several years.
- Work in pupils' mathematics books indicates strong application of skills across a range of mathematical topics. Across the school, pupils make good progress because they have many opportunities to apply their basic skills while building their skills in reasoning and problem-solving in their mathematics lessons.
- Pupils who read to the inspectors read well. They said that they enjoy reading and are very proud of their new library. Good reading habits have led to improvements in reading outcomes for pupils across the school. From an early stage, parents are actively encouraged to be part of the reading journey with their children.
- Current assessment information and evidence in pupils' books indicate that disadvantaged pupils and pupils with SEND make good progress across the curriculum.
- Where pupils' outcomes are weaker, leaders use carefully planned support from teachers and teaching assistants to help pupils make good progress.
- Pupils apply their skills and knowledge well across the curriculum. For example, in history, pupils learn about chronology and the use of sources to reach conclusions. Map work in geography is increasingly challenging as pupils move through the school.
- Work in science shows that pupils outcomes improve as they move through the school. The oldest pupils complete interesting investigations. For example, they dissect owl pellets and record the various items, such as small bones, that they find. Conversely, in key stage 1, the most able pupils are not sufficiently challenged in science to further

their understanding.

- Pupils make good progress in music and PE. Pupils sing well and engage in whole-class and individual music tuition. In PE, pupils used their skills well to create well-crafted 'Bollywood dances' and fluid gymnastics routines.

Early years provision

Good

- Effective leadership in the early years has ensured that children in the Nursery and Reception classes continue to make good progress.
- Leaders have ensured that children are safe in the early years. Staff in the early years have received appropriate training, enabling them to remain vigilant and alert to the varied needs of the children.
- Leaders make careful assessments of the children when they enter the early years. Their ongoing assessments are detailed and accurate. Leaders work in close partnership with parents, informing them of their children's progress. Parents are actively involved in this communication using their 'Good News' books.
- The proportion of children who achieve a good level of development by the end of the Reception Year has been in line with the national average for three years.
- Through accurate baseline assessments, leaders have recognised that over time the proportion of children who enter the early years with low moving and handling skills and low ability to manage their behaviour and feelings has increased. As a result, leaders are continuing to ensure that they provide targeted support to improve this area of the early years provision. It is too early to judge the full impact of their efforts.
- Effective teaching in the early years ensures that little learning time is lost. Children concentrate well on exciting curriculum activities with sustained efforts. Activities are planned well to ensure that adults know how best to support children in the different areas of the classroom.
- Children work between the classroom and the outdoor environment with ease. Well-organised routines ensure that behaviour is good, and children benefit from a range of experiences.
- Children play well together, and levels of communication and cooperation are high. Opportunities to read and write are evident in the many activities across the early years. Children enjoy opportunities to practise their handwriting skills in the classroom or while using their clipboards outside. Children practise writing simple words such as 'cat' and 'hat' and develop quickly to write more complex words such as 'fish'. They use their emerging knowledge of phonics well to persevere with their writing challenges.
- As part of the whole-school efforts to improve handwriting and presentation, children in the early years are now engaged in regular sustained handwriting practice to ensure that this area of the school's work is addressed earlier than it has been in the past.
- Children enjoy practising their mathematical skills while engaging in play. For example, teaching assistants skilfully interact with the children to develop counting while encouraging the pupils to throw a ball.
- Children are motivated learners. They are keen to participate in a range of activities in

a safe manner. They benefit from secure relationships with supportive staff.

- As a result of the good provision in the early years, children are well prepared to move into key stage 1.

School details

Unique reference number	119328
Local authority	Lancashire
Inspection number	10086865

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Mrs Belinda Matchett
Headteacher	Miss Anna Smith
Telephone number	01704 895403
Website	www.burscough.lancsngfl.ac.uk/
Email address	head@burscough-pri.lancs.sch.uk
Date of previous inspection	13–14 February 2013

Information about this school

- The headteacher is new to post since the previous inspection.
- The school is an average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is lower than the national average.
- The proportion of pupils who have SEND is lower than the national average.
- The majority of pupils who attend are White British.

Information about this inspection

- Inspectors observed teaching and learning in every year group. Some of these observations were made with school leaders.
- Inspectors spoke to parents before school on both days of the inspection. They observed pupils' behaviour in lessons and at breaktimes.
- Inspectors met with pupils to gather their views about the school and to hear them read.
- Inspectors met with senior and middle leaders. The lead inspector met with two representatives of the local authority.
- The lead inspector held a meeting with five members of the governing body, including the chair of the board of governors.
- The inspectors scrutinised a wide range of school documentation, including records relating to safeguarding, behaviour and attendance. Documents in relation to the suitability of staff who work in school were checked carefully. Inspectors viewed examples of assessment information and information in relation to disadvantaged pupils and pupils with SEND.
- The lead inspector scrutinised the school self-evaluation and the school development plan. Examples of monitoring activities and checks by leaders were scrutinised.
- Inspectors considered the 69 responses to the Parent View survey.

Inspection team

John Donald, lead inspector	Her Majesty's Inspector
Jane Eccleston	Ofsted Inspector
Claire Hollister	Ofsted Inspector

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