

St David Haigh and Aspull CE Primary School

Inspection report

Unique Reference Number	106519
Local Authority	Wigan
Inspection number	355965
Inspection dates	28–29 June 2011
Reporting inspector	Shirley Herring

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	164
Appropriate authority	The governing body
Chair	Elspeth Randall
Headteacher	Mrs Catherine Boulton
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed seven teachers in 15 lessons and held meetings with pupils, staff and a representative of the governing body. They observed the school's work, and looked at the school's policies, assessments of pupils' progress, teachers' plans, the school's development plan, reports from the school's improvement partner and examples of pupils' work. They looked at 39 completed questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils in Key Stage 1 are making enough progress.
- The extent to which improvements in attainment are being maintained in Key Stage 2.
- The extent to which teaching is consistent in securing learning and progress through the school.
- The extent to which the effectiveness of provision in the Early Years Foundation Stage is a strength.

Information about the school

Most pupils in this smaller than average-sized primary school are from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. There has been considerable building work during the current year, replacing mobile classrooms with new classrooms adjacent to the existing buildings. The school has the Basic Skills Quality Mark, the Bronze Eco-Schools Award and the Gold Activemark.

The Children's Club on site is inspected separately and the report will be available on the Ofsted website.

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

This is a good school. Pupils enjoy coming to school and achieve well. They show a good attitude to learning, attend regularly and behave well. All aspects of their personal development are good.

There have been good improvements in pupils' attainment in Key Stage 1 since the last inspection, when standards were below average. Standards are now broadly average, and the most recent assessments show an increase in the number of pupils working at the higher Level 3 in reading, writing and mathematics. There has been a steady improvement in attainment in Key Stage 2 in English and mathematics. These rising standards are due to improvements in teaching, greater use of assessment to plan the next steps for learning and increased opportunities for pupils to use and develop their skills across the curriculum. Well-structured strategies to improve writing and mathematics have been introduced across the school and they are having a positive impact on learning and progress. Senior leaders monitor the effect of initiatives closely to judge their success. Support for individuals is well-targeted and so pupils achieve well.

Most lessons are interesting, engage pupils' interest and move at a fast pace. However, in a small number of lessons the teacher spends too long addressing the whole class so pupils become restless as they wait to get on with their independent work and the pace of learning drops.

Children make good progress in the Early Years Foundation Stage because activities are interesting and varied and are well matched to their needs. However, provision for learning outdoors is less effective as activities do not always have the same clear focus on learning as those in the classroom.

The school's self-evaluation is accurate and robust, providing a good basis for moving the school forward. There have been good improvements in teaching, attainment and leadership and management since the last inspection, indicating that the school has a good capacity to improve.

What does the school need to do to improve further?

- Accelerate the pace of pupils' learning in the lessons where learning is satisfactory rather than good so pupils can get on more quickly with independent tasks that provide the appropriate level of challenge.
- Improve the outdoor provision in the Early Years Foundation Stage to complement the good learning opportunities indoors.

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

Outcomes for individuals and groups of pupils

2

Pupils say they enjoy school because lessons are interesting and they achieve well. Learning is most effective when pupils are fully engaged in practical activities that help them to understand. This was seen in a mathematics lesson where pupils lined up in equal groups to work out a division sum. Pupils behave well and this makes a good contribution to their learning.

Pupils enter the school with a range of skills that overall are below those typical for their age. They make good progress and attainment is broadly average in English and mathematics by the time they leave Y6. There has been a steady improvement in the proportion of pupils reaching or exceeding the expected level in English and mathematics since the last inspection and assessments indicate that this has been sustained for the current year. Pupils with special educational needs and/or disabilities achieve well because of the good support they receive. The small number of pupils who speak English as an additional language make good progress because of very effective individual support and the good use of visual resources to help them to understand.

Pupils say they feel safe because they know that there is always an adult they can talk to should they have a concern. They show a good understanding of what constitutes a healthy diet and the majority participate well in sporting activities. They make a good contribution to the school community through undertaking responsibilities, for example, as prefects and school councillors. They show concern for their local community by joining with others to improve the environment, for example, in restoring a local windmill. They apply their basic skills well, attend school regularly and work cooperatively with others and this prepares them well for the future. Pupils have a good understanding of right and wrong and are gaining a good awareness of different cultures.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons are generally well planned to provide a good level of challenge and support for different groups. Teachers make good use of resources to engage pupils' attention and to help them to understand new ideas. They create good opportunities for pupils to work together to extend their learning and develop social skills. This was evident in an English lesson when pupils worked as a team to take photographs to create a story in film. The skills of teaching assistants are used effectively to make a good contribution to pupils' learning. Teachers give good guidance to pupils on how they can improve through discussion and detailed marking.

The curriculum is broad and balanced and meets the needs of different groups. There is a good emphasis on developing literacy and numeracy skills through initiatives, such as the 'Big Write' and increased opportunities to solve problems. There are good links between subjects to enhance learning. The school is developing its curriculum in partnership with two local schools through sharing resources and expertise. A recent joint topic on anti-bullying, based on art and drama, helped older pupils to develop their awareness and contributed well to their personal development. These links are also being used to extend provision for pupils identified as gifted and talented. The curriculum is enhanced by a good range of activities after school. Visitors, such as the Life Caravan Team extend learning opportunities well.

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

The school prides itself on providing a warm and welcoming environment in which pupils are known as individuals. It provides good care for its pupils. Pupils with special educational needs and/or disabilities are identified at a very early stage. They receive good support in school so they make good progress socially, academically and in their behaviour. Their individual educational plans are presented in a child-friendly way so pupils can understand what they need to do to improve. The most potentially vulnerable pupils are well supported, enabling them to be fully included in all activities. The school has good links with other professionals to access specialist support where needed. There are good systems to introduce children to school and to smooth the transition to the high school.

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	2

How effective are leadership and management?

The headteacher and senior management team monitor the work of the school rigorously and use the information well to identify areas for improvement. Long-term strategies, such as the structured teaching of letter sounds and improvements in marking, are beginning to impact on attainment, which is rising. Extensive training and the sharing of good practice has led to improvements in teaching and this has helped to accelerate pupils' progress through the school. The governing body is aware of its responsibilities, including safeguarding pupils and staff, and all statutory requirements are met.

Parents and carers are kept well-informed through weekly awards letters, monthly newsletters and daily dairies. One parent described how welcome they were made to feel as a family when their children joined the school. The school has good links with the high school to provide specialist support in the provision for modern foreign languages. The headteacher has played a significant role in joining with other local schools to organise in-service training for staff to improve their expertise. The school was a lead school in developing The Behaviour Management Award, which is being introduced in other schools.

The school is fully committed to providing equal opportunities and ensuring all pupils are fully included in all the school has to offer. Assessments are analysed carefully to provide timely support where needed and so pupils achieve well. Very rare instances of discriminatory remarks are dealt with swiftly and effectively.

All the required policies and procedures for safeguarding pupils are in place. The school has been particularly vigilant in ensuring the safety of its pupils during the recent building work and the contractors led a school assembly about site safety.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Work to promote community cohesion is good. The school has good links with the parish, the local cluster of schools and with local community projects. It has developed links with schools in Gambia through working with a local artist. Staff from Gambia have visited the school to exchange information and raise pupils' awareness.

These are the grades for leadership and management

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	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception class make good progress and most are working at the level which can be expected for their age when they enter Year 1. Children respond well to the high expectations to put up their hands and take turns and behaviour is good. They are developing independence as they choose their activity and place their name card in the appropriate box.

Adults plan a good range of purposeful, practical activities in all areas of learning that show a good understanding of how young children learn. Whilst children have ready access to an outdoor area the learning opportunities provided outdoors are not as effective as those inside. Letter sounds and counting skills are taught systematically and well so children make good gains in their learning. Good assessment procedures are used well to plan the next steps in learning for individuals. Adults work cooperatively together to enhance children's learning. For example, children showed great delight as one adult acted out the role of Mrs Muddles whilst the other adult encouraged the children to spot the deliberate mistakes as Mrs Muddles used the wrong coins to pay for her shopping.

The school is developing good links with nurseries and the local children's centre to provide continuity and to identify children with specific needs at an early stage. Parents and carers appreciate the 'Inspire' workshops to help them understand the activities and routines of their children's day. Safeguarding procedures are in place and staff are suitably trained.

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

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

Approximately 20% of parents and carers completed a questionnaire, which is below average. Inspection evidence supports the positive views of parents and carers. Inspectors found behaviour to be good and the school to be effectively managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St David Haigh and Aspull CE Primary School 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	59	16	41	0	0	0	0
The school keeps my child safe	22	56	17	44	0	0	0	0
My school informs me about my child's progress	19	49	17	44	2	5	0	0
My child is making enough progress at this school	18	46	17	44	3	8	1	3
The teaching is good at this school	21	54	17	44	1	3	0	0
The school helps me to support my child's learning	21	54	15	38	3	8	0	0
The school helps my child to have a healthy lifestyle	19	49	19	49	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)	20	51	19	49	0	0	0	0
The school meets my child's particular needs	21	54	13	33	2	5	1	3
The school deals effectively with unacceptable behaviour	18	46	12	31	7	18	1	3
The school takes account of my suggestions and concerns	22	56	13	33	4	10	0	0
The school is led and managed effectively	20	51	13	33	5	13	1	3
Overall, I am happy with my child's experience at this school	22	56	15	38	1	3	1	3

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 June 2011

Dear Pupils

Inspection of St David Haigh and Aspull CE Primary School, Wigan, WN2 1PA

Thank you for making us so welcome when we visited your school. We enjoyed talking with you in lessons and in groups. You are polite, friendly and well behaved and come to school regularly. Well done!

Just like you and your parents and carers we think that St David Haigh and Aspull is a good school. Lessons are interesting and so you learn well. I could see that pupils in Year 2 really enjoyed putting themselves in equal lines to work out division sums. You make good progress in school and you are working at the level expected for your age by the time you leave Year 6. Adults take good care of you and there is always someone at hand to give you extra help if you need it.

Children in the Reception class make a good start in school and really enjoy all the interesting activities. I must say it is the first time that a mermaid has joined any class that I have visited. I know many of you have had to work in different areas this year and so I hope that you enjoy being in your beautiful, brand new classrooms.

It is part of my job to suggest ways in which even a good school could be better. The headteacher and other adults are going to:

- make sure that you can get on with your independent work as quickly as possible
- improve activities in the outdoor area in the Reception class so that they are just as interesting as those inside the classroom.

I hope you continue to enjoy school and to attend so regularly.

Yours sincerely

Shirley Herring

Lead inspector

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