

Appley Bridge All Saints Church of England Primary School

Finch Lane, Appley Bridge, Wigan, Lancashire, WN6 9DT

Inspection dates 12–13 February 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. They learn to read very well and write confidently.
- Teaching is good. Some is outstanding. Pupils are eager to learn because they find lessons interesting.
- Behaviour is outstanding. Pupils are highly motivated in lessons, show perseverance as learners and cooperate exceptionally well when working in groups.
- The headteacher expects the very best from pupils and staff. She has worked tirelessly to maintain high standards and improve teaching.
- Methods for checking on the quality of teaching and pupils' progress are good. Teachers are helped to get even better through relevant training. This has improved pupils' achievement in writing since the last inspection.
- There is good support and challenge from the governing body. Parents are very supportive and say their children are well looked after and well taught. One summed it up by saying, 'The school is a happy, positive and safe place.'

It is not yet an outstanding school because

- Teaching is not yet outstanding. In some lessons, where teachers' introductions and explanations are too long, the pace of learning slows.
- Teaching does not provide enough challenge for the more-able pupils in mathematics at Key Stage 2 and, consequently, too few reach higher levels.
- Middle leaders need further experience in reviewing the quality of teaching and leading improvement.

Information about this inspection

- The inspectors observed teaching in all classes and saw 16 lessons. Two lessons were observed jointly by the headteacher and an inspector.
- The inspectors looked at the work in pupils' books to get a view of current achievement and progress over time. Inspectors spoke to groups of pupils to get their view of, amongst other things, how teaching helps them to learn and what they think about behaviour in the school.
- The inspectors took account of 27 responses from parents to the on-line questionnaire (Parent View). Inspectors also looked at two letters sent to them by parents and one email sent by a parent and talked with a few parents as they brought their children to school.
- Meetings were held with eight members of the governing body, teaching and classroom support staff and a representative from the local authority.
- The inspectors looked at a number of documents, including the school's self-evaluation, records of the quality of teaching, the improvement plan, results in 2012 standardised assessment tasks, and the school's tracking of pupils' progress. They also looked at safeguarding documents and the school's records of behaviour and bullying incidents.
- The inspectors listened to pupils read and checked the school's records of reading progress.

Inspection team

| | |
|---------------------------|----------------------|
| David Law, Lead inspector | Additional Inspector |
| Peter Marsh | Additional Inspector |

Full report

Information about this school

- This is a smaller than average sized primary school. The Early Years Foundation Stage consists of one Reception class.
- Most pupils are from White British backgrounds. A very small proportion of pupils are from other ethnic backgrounds. The percentage speaking English as an additional language is well below average.
- Staff have identified a smaller than average proportion of pupils who are supported through school action because they have a disability or special educational needs.
- A below average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is smaller than average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or are children of families in the services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so more is outstanding by making sure that:
 - teachers' explanations and introductions to lessons are not too long and involve pupils actively in sharing their ideas
 - mathematics teaching challenges the more-able pupils at Key Stage 2 so more reach higher levels.
- Improve leadership and management by:
 - developing middle leadership so that it has a clear impact on raising achievement and improving teaching, particularly by devising ways for middle leaders to check on the quality of teaching.

Inspection judgements

The achievement of pupils

is good

- All groups of pupils have equal opportunity to learn. This helps them to make good progress through the school.
- Disabled pupils and those with special educational needs make good progress because work is set at the right level and they are helped to learn in interesting and practical ways. Pupils were thrilled when they took the bus to the town and bought stamps to post letters they had written.
- Pupil premium funding is used well to provide extra teaching and support. This has boosted performance so that pupils eligible for free school meals reach higher standards of attainment than similar pupils nationally and make the same good progress as others in the school.
- Most children join the Reception class with skills, knowledge and understanding that are typical for their age. They settle quickly and make good progress. They laugh with fun when dressing up in the bear suit and making models out of junk material.
- Nearly all pupils enter Year 1 above expected levels for their age. Good progress continues throughout Key Stage 1. By the end of Year 2, standards of attainment are well above average in reading and writing and above average in mathematics. The proportion reaching the higher level in all subjects is above that seen nationally.
- Pupils at Key Stage 1 make particularly good progress in learning to read and write. They show an excellent knowledge of letters and sounds. They enthusiastically talk about the books they have read, particularly stories about the 'magic key', which unlocks adventures.
- At Key Stage 1, pupils progress well in mathematics. In one Year 2 lesson, pupils showed a good grasp of how to draw graphs. In Years 1 and 2, the more-able pupils are challenged to do more difficult work in mathematics.
- Good progress continues at Key Stage 2 and is markedly brisk in Years 3 and 6. Pupils apply their writing skills very well, for example, when writing about evacuee children in the Second World War. Pupils across Key Stage 2 read widely and enthusiastically and with understanding.
- By the end of Year 6, standards of attainment in reading and writing are above those seen nationally and a well above average number of pupils reach the higher level in these subjects. In 2012, all pupils reached the expected level in mathematics but they did not do as well at the higher levels as they did in reading and writing. Work seen in pupils' mathematics books does not sufficiently challenge the more able so these pupils are not making the best possible progress.

The quality of teaching

is good

- Good teaching helps pupils to make good progress over time. Teaching fosters positive relations in all classrooms and behaviour is managed well. This successfully promotes pupils' social and moral development. Teachers help pupils to acquire very positive attitudes to learning. Pupils concentrate well and are productive in lessons.
- Pupils describe their teachers as 'encouraging' and 'kind and fair'. They say teachers give them interesting things to do, such as making a garden in a box.
- Reading and writing are taught well. Overall, lessons are planned well and cater for all abilities so everyone has an equal chance to learn. However, sometimes the teaching of mathematics at Key Stage 2 does not challenge the more-able pupils and consequently too few reach the higher level.
- Teachers successfully plan interesting opportunities for pupils to use their literacy skills. For example, Year 2 pupils wrote about a visit to a local nature reserve using phrases like, 'I didn't like walking over the bridge with no edges but I liked the mud even though I lost my wellie.' This contributes to pupils making strong progress in literacy.

- Teachers explain things clearly. In some lessons however, introductions and explanations are over-long and pupils spend too much time listening and not enough being actively involved. When they are more active the pace of learning is brisker, for example, in one outstanding Year 3 science lesson where pupils investigated the length of shadows.
- Teachers devise interesting ways for pupils to use computers. For example, pupils in Year 1 cleverly solved mathematics problems by using the technology of the 'interactive whiteboard'. There is good teaching in physical education, for example, in a dance lesson in Year 6 where pupils 'boogied' to 1940's jazz.
- Teachers mark pupils' books carefully and show them what they have to do to improve. Marking is better than it was at the last inspection because the headteacher has made it a focus for further training. Pupils know their personal targets and say, 'Marking tells us what we do right and what we can do better.'

The behaviour and safety of pupils are outstanding

- Pupils feel entirely safe and very well cared for. All groups of pupils get on exceptionally well together and the school is welcoming and friendly. All parents responding to the online questionnaire 'Parent View' endorsed this by saying their children feel safe and are well behaved.
- School records show that bullying is extremely rare. Pupils have a strong grasp of different types of bullying and how to keep safe. The school has an excellent programme to teach them about this so they are very respectful of each other. The vast majority of parents responding to 'Parent View' feel that the school deals well with bullying.
- Behaviour in lessons is excellent and pupils are eager and tenacious learners who always want to do their very best. These exceptionally positive attitudes support good progress in lessons. Pupils have an excellent ability to cooperate. For example, in one English lesson, Year 4 pupils showed mature thoughtfulness when commenting on each other's writing and how it could be improved.
- Pupils are very eager to take responsibility and have many chances to do so as members of the school council, as 'eco-warriors' clearing up the school grounds or as classroom helpers.
- Attendance is above average and there is no persistent absence. Pupils are eager to get into lessons after break because learning is enjoyable. As snow fell during the inspection, pupils played together outside and behaved impeccably whilst at the same time having lots of fun.

The leadership and management are good

- Expectations are high and everybody supports the headteacher's clear lead. She has tirelessly driven forward ways to improve teaching and achievement. She has managed unavoidable staff absence very well and has allocated teachers to classes in an astute way to get the very best out of everyone.
- The headteacher and governors have made sure that there are good methods for checking the quality of teaching, managing the performance of teachers and reviewing the progress of pupils. The appraisal of teachers is securely established and everyone is set targets for improvement that help to raise achievement.
- Lessons are observed, pupils' work is regularly looked at and their progress is carefully checked. However, too much of this depends on the headteacher, and middle leaders need further support to develop their skills so they can play a greater part in checking on the quality of teaching and leading improvement.
- Relevant training covers teachers' individual needs and school priorities and consequently teaching is refreshed by new practice. One focus has been to improve how teachers assess pupils' work. The impact of this is seen in good quality marking. As one pupil said, 'Teachers tell

us when we need to do corrections and push us to try even harder.’

- All leaders and governors are ambitious to make learning exciting. Visits to nature trails, museums and residential trips to major cities capture pupils’ imagination. Pupils have many worthwhile opportunities to play sport and make music.
- All leaders and governors make sure there is good provision for pupils’ spiritual, moral, social and cultural development, particularly through strong links with the church. Pupils learn and play very well together because leaders foster good relations and make sure discrimination is tackled and there is equal opportunity for all pupils to flourish.
- Leaders and governors have made sure the pupil premium provides additional teaching, and the attainment of pupils in receipt of this is rising.
- Leaders and governors value the support of the local authority because this enables links to be made with other schools.
- **The governance of the school:**
 - The governing body challenges and supports the headteacher well. They ensure all safeguarding requirements are met. They manage the budget successfully, for example, handling pupil premium funding effectively. Governors’ good knowledge of how well pupils are achieving is enhanced by productive links between individual governors and classes in the school. Governors are keen to take further training and update their skills. They work well with the headteacher to successfully manage teacher performance and pay related issues.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 119497 |
| Local authority | Lancashire |
| Inspection number | 403392 |

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

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| 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 | 190 |
| Appropriate authority | The governing body |
| Chair | Debbie Leyland |
| Headteacher | Janet Dunn |
| Date of previous school inspection | 6 March 2008 |
| Telephone number | 01257 252647 |
| Fax number | 01257 251241 |
| Email address | head@appleybridgeallsaints.lancs.sch.uk |

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