

St William's Catholic Primary School

Ince Green Lane, Ince-in-Makerfield, Ince, Wigan, Lancashire, WN2 2DG

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement in all subjects has rapidly improved since the last inspection and is now good.
- Pupils of all abilities make good and often better progress from their starting points. Progress is consistently good across the school.
- Children make good progress from their low starting points in the Early Years Foundation Stage.
- Teaching is consistently good with some instances of outstanding practice. Lessons are interesting and well matched to the pupils' different needs.
- The behaviour of pupils in lessons and around the school is good. Pupils have positive attitudes to their work and are keen to learn. There is a very warm and caring atmosphere in school. Pupils are well cared for and feel safe.
- Since the previous inspection, the headteacher has brought about significant improvements. All staff share her determination to achieve the best possible outcomes for all pupils. As a result, teaching is improving and pupils are making more rapid progress.
- Governors are very involved in the life of the school. They provide appropriate challenge to make sure the school continues to improve.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. Occasionally, adults over direct lessons.
- Pupils do not always move on to do independent work quickly enough in lessons.

Information about this inspection

- Inspectors observed 17 lessons and parts of lessons taught by eight teachers. An observation was undertaken jointly with the headteacher.
- Inspectors listened to pupils read and looked at pupils' exercise books.
- Discussions were held with representatives of the governing body, a representative of the local authority, senior leaders, and managers responsible for leading specific subjects and other staff and pupils.
- Inspectors looked at the school's documentation to help gain an accurate view of its performance, safeguarding policies, school development plans, minutes of governing body meetings, local authority reports, behavioural records and displays around the school.
- Inspectors looked at a wide range of information on how the school checks the progress of the different groups of pupils.
- There were insufficient responses to Parent View (the online questionnaire) to consider. Inspectors had conversations with parents and looked at the responses to the parental questionnaire sent out by the school.
- Inspectors analysed 18 questionnaires completed by staff.

Inspection team

Desmond Stubbs, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of disabled pupils and those supported through school action, school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that there is less over-direction in lessons, in order for pupils to become more independent in their learning
 - ensuring that when explanations are finished pupils move on quickly to independent work.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding well below that typical for this age. From these low starting points, pupils now make good progress across the school to leave Year 6 with standards of attainment above those seen nationally.
- In the 2013 Key Stage 2 tests, all pupils made the progress expected of them in all subjects and the proportion making more than the expected progress is high compared to schools nationally. This shows a rapid improvement from previous years.
- Pupils make good progress in Key Stage 1; standards have risen in the past two years and are now broadly in line with the national average. Pupils make consistently good progress and particularly strong teaching in Years 5 and 6 has led to pupils now leaving school extremely well prepared for the next stage of their education.
- Achievement is now equally strong in all subjects. This is due to improvements in teaching and a result of the curriculum being carefully planned to give pupils many opportunities to practise their basic skills. This was particularly evident in the examples of longer pieces of writing in the pupils' learning journals.
- Pupils now make more rapid progress in writing. There are many excellent opportunities for pupils to build their vocabulary, such as in a Year 1 lesson where pupils made outstanding progress in their writing having acted out the story of 'The Gingerbread Man'.
- The achievement of disabled pupils and those with special educational needs is good. These pupils make good progress from their starting points and they reach standards that are above similar pupils nationally.
- The pupil premium funding is used very well and results in the pupils, who are entitled to it, making the same good progress as the rest of the school. Test results at the end of Key Stage 2 show that pupils known to be eligible for free school meals do better than similar pupils nationally, but that their attainment is a term and a half behind that of other pupils in the school in English and mathematics. However, the school is continuing to narrow this gap through the use of well-targeted support.
- The most-able pupils achieve well. They make good progress throughout the school and in all subjects but particularly in mathematics, where the proportion of pupils reaching the higher level is well above average.
- Senior leaders ensure that equal opportunities are promoted well in the school, particularly in relation to the different groups of pupils in the school. The school has effective systems in place to track both the progress of individuals and groups of pupils. Support is quickly provided to pupils who might be falling behind.

The quality of teaching is good

- Senior leaders have been relentless in bringing about improvements in the quality of teaching through a strong programme of support and training. As a result, the quality of teaching has much improved since the last inspection. It is now consistently good with evidence of some outstanding practice.
- In the Early Years Foundation Stage, teachers plan exciting activities which are based on an accurate understanding of the children's abilities. The children are enthusiastic about their learning and are keen to share their experiences with visitors. There have been significant improvements in the teaching of the youngest children since the last inspection and it is now consistently good.
- Relationships in class are very positive and this is a strength throughout the school. Teachers have high expectations of pupils in all subjects. This is appreciated by all pupils; one pupil commented 'teachers push us to do our best.'

- Teachers' subject knowledge in both English and mathematics is excellent and this enables them to plan lessons which are carefully matched to pupils' different needs. The impact of this has been a rapid improvement in achievement in the past two years.
- Teachers provide pupils with excellent equipment to help them learn more effectively and make their learning interesting. Laptops are also well used to give pupils' opportunities to practise and extend their basic skills.
- All teachers are highly skilled at engaging pupils with interesting problems and challenges in both English and mathematics lessons. An example of this is when younger pupils made outstanding progress in mathematics when using their knowledge of fractions to prepare for a party.
- Some teachers, however, spend too long introducing lessons before pupils can work on their own and this slows the progress of some pupils. Most-able pupils explained that in mathematics they are often ready to get on with their work sooner than they do.
- In a small number of lessons both teachers and teaching assistants over direct learning, limiting opportunities for pupils to work on their own or with a partner and to work out things for themselves.
- Marking of writing is excellent. It clearly informs pupils how well they have done and what they need to do to improve. In mathematics, 'fix it' time allows pupils to look at their mistakes and check how they can improve.
- The presentation in all exercise books but in particular the 'Learning Journals' is excellent. The pupils are very proud of these and are very keen to share their work with visitors. Pupils' handwriting has significantly improved since the last inspection.

The behaviour and safety of pupils are good

- School is a very calm and orderly place. The behaviour of pupils is very good and their attitudes towards their learning are generally good and in some lessons outstanding. Pupils listen carefully, try their best and work well both independently and with a partner.
- The school's behaviour records show that around the school, on the playground and in the dining hall behaviour is good and the incidents recorded are only minor.
- Lesson observations showed that teachers manage pupils' behaviour consistently well.
- Pupils cooperate well with each other during the times they have to discuss their work with their peers. This has a very good effect on their social and their language development.
- Pupils say that they feel safe and that incidents of bullying are rare. They have a good understanding of the different types of bullying. Pupils also have an excellent understanding of how to stay safe in different situations and they are knowledgeable about internet safety.
- Although attendance is below average, the school has been working successfully to ensure regular attendance. It has improved considerable since the last inspection and is continuing to rise.

The leadership and management are good

- The headteacher has made a significant difference to the school by building a staff team who are wholly committed to improving the quality of teaching. As a result, teaching is now consistently good, the achievement of pupils is rapidly improving and the school has the capacity to improve further.
- Since the last inspection achievement, teaching, behaviour, the curriculum, the Early Years Foundation Stage and attendance have all improved markedly.
- Middle leaders are also very effective. They are outstanding teachers who readily share their practice with colleagues. They have a sound knowledge of their subject areas and how teaching and learning can be improved further.
- Rigorous systems to check the quality of teaching are in place. Feedback to teachers is very

clear. Training and support is intensive where required and has had a clear impact on the quality of teaching.

- Performance management is robust and closely linked to pupils' progress, the school's main priorities and the career stage of teachers.
- The curriculum is much improved and promotes pupils' spiritual, moral, social and cultural education very well. It has a strong focus on the development of basic skills and there are many opportunities for pupils to write longer pieces in their learning journals. Pupils are very enthusiastic about the curriculum, their educational visits and the many opportunities they have to take part in clubs and activities during and after the school day.
- The Primary School Sport funding has been effectively used to improve the skills of all staff thus ensuring sustainability. There are increased opportunities to take part in sport and to compete against other schools, which has led to pupils' greater participation.
- There are effective links with parents and this is having an impact on attendance. Parents are very positive about all aspects of school life.
- The local authority brokers support for the school through a local consortium of schools, such as a review of the quality of teaching. It also provides support for senior leaders each term. The consortium also provides excellent opportunities for the school to improve the quality of teaching by, for example, checking their assessments of writing with other schools.
- The school's arrangements for safeguarding and child protection meet statutory requirements.
- **The governance of the school:**
 - Governors know the school very well. They are regular visitors to the school and have close links with a class and the teacher. They receive high quality information from the headteacher, which enables them to be well informed and challenge senior leaders further. This also enables them to understand where teaching and achievement need to improve. They understand that pay and promotion are linked to teachers' performance and they have worked closely with the headteacher to eradicate previous weak teaching. They ensure an efficient management of financial resources and they have used the pupil premium funding effectively to make a significant impact on the attainment of eligible pupils. They regularly attend training provided by the local authority.

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

Unique reference number	106497
Local authority	Wigan
Inspection number	426112

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Ann Foster
Headteacher	Emily Ellis
Date of previous school inspection	14 February 2012
Telephone number	01942 235782
Fax number	01942 824185
Email address	headteacher@admin.saintwilliams.wigan.sch.uk

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