

Washacre Primary School

Clough Avenue, Westhoughton, Bolton, Lancashire, BL5 2NJ

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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 is good. Since the last inspection, there has been a significant improvement in pupils' progress, which is above average in reading, writing and mathematics.
- Children in the Early Years Foundation Stage make good progress as the result of good teaching and well planned activities which help them to learn.
- Overall, the quality of teaching is good. In particular, reading is taught very well and pupils make good, and sometimes outstanding, progress.
- Senior leaders ensure that pupils have good opportunities to participate in a range of sports and take part in competitions with other schools.
- Pupils behave well, are polite to each other and work cooperatively in lessons.
- The curriculum provides good opportunities for the development of pupils' spiritual, social, moral and cultural development through work in lessons, many educational visits and regular assemblies.
- Senior leaders ensure that pupils are safe in school and systems to safeguard pupils are very effective.
- Senior leaders ensure that the quality of teaching is good and improving and undertake regular checks on pupils' progress to make sure that all groups achieve well, including pupils for whom the pupil premium funding provides support.
- The school is governed by an interim executive board (IEB) and this group keeps a close check on pupils' achievement and the quality of teaching to make sure standards are rising in reading, writing and mathematics.

It is not yet an outstanding school because

- Teaching is good but not yet outstanding. Occasionally, teachers do not use information about what pupils know and can do already in enough detail to ensure that work is neither too easy nor too difficult for some.
- Although teachers' marking is good and detailed, not all pupils respond to it as is the school's policy.
- Pupils' achievement in writing is not as good as in reading and in mathematics.

Information about this inspection

- The inspector observed nine part lessons taught by seven different teachers. All lessons were observed jointly by the inspector and the headteacher. In addition, the inspector observed the headteacher giving feedback to staff.
- The inspector met with a group of pupils, talked to pupils informally at break and lunchtime and listened to a group of Key Stage 1 pupils reading.
- Meetings were held with members of the IEB including the acting Chair, a representative from the local authority, senior leaders and teachers.
- The inspector took account of 48 parents' views from the online questionnaire (Parent View) and from information provided by the school. In addition, the inspector talked to several parents prior to the start of the school day.
- The school's work was observed and the inspector looked at a number of documents, including safeguarding records, the school's long- and medium-term improvement plan, the school's data for tracking pupils' progress, several external and internal reports on the quality of teaching, teachers' planning and work in pupils' books.

Inspection team

Andree Coleman, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils identified with special educational needs supported through school action is below average. The proportion identified with special educational needs supported through school action plus or with a statement of special educational needs is above average.
- Most pupils are of White British heritage and only a few pupils speak English as an additional language.
- An above-average proportion is eligible for pupil premium funding. This proportion is more than double the national figure. This proportion varies from class to class and, in some small classes, such as the current Year 6, only a very small number of pupils are supported by the pupil premium. (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.)
- More pupils than usual either join or leave the school other than at the start and end of the school year.
- There have been several staff changes since the last inspection and a new, permanent senior leadership team is now in post.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school's governing body has been replaced by an IEB provided by the local authority. This board currently carries out the governance of the school and a new governing body is in the process of being recruited.
- The school shares the same building as a children's centre, which is not managed by the school and is inspected separately. The children's centre inspection report is available on the Ofsted website.

What does the school need to do to improve further?

- Further raise standards and increase pupils' progress, especially in writing, by ensuring that:
 - more teaching is outstanding
 - all teachers further raise their expectations as to the quality and quantity of pupils' work
 - detailed information about what pupils know and can do is used more effectively to ensure that work challenges them and is neither a little too easy nor a little too difficult for some
 - pupils respond to the detailed marking as outlined in the school's marking policy.

Inspection judgements

The achievement of pupils

is good

- Children enter the school with a level of skills and knowledge that is well below that typical for children of their age. From these low starting points, pupils make good overall progress in reading, writing and mathematics. Progress in reading is better than in writing and mathematics and is sometimes outstanding.
- Prior to the last inspection, pupils made inadequate progress. This legacy of underachievement has been eradicated by good and outstanding teaching resulting in pupils' rapid progress. In 2013, Year 6 pupils achieved broadly average standards overall in reading, writing, mathematics and in the new English grammar, punctuation and spelling test. A smaller percentage of the most able pupils achieved above average standards in 2013, but school data show that, currently, a much greater percentage of pupils are on track to achieve above-average standards this year.
- Children in the Early Years Foundation Stage make good progress as the result of good teaching and activities which interest them and enable them to learn well in an enjoyable way.
- From below-average starting points at the beginning of Key Stage 1, pupils reached average standards in reading, writing and mathematics in Year 2 in 2013. Standards are rising with a much higher percentage of the most able pupils on track to reach above-average standards in 2014 than was the case nationally in 2013.
- In 2013, pupils eligible for pupil premium funding in Year 2 and in Year 6 achieved higher standards in reading, writing and mathematics than this group of pupils nationally. For Year 2 pupils their attainment was almost as high as for other pupils in school. In Year 6 the attainment of this group of pupils was not as high as for other pupils and was about two and a half terms behind. This year the attainment gap has narrowed due to improved teaching. Currently, in upper Key Stage 2, the attainment of pupils in receipt of the pupil premium funding is about one term behind other pupils and the gap is closing. This demonstrates the school's success in promoting equality of opportunity for all.
- Disabled pupils and pupils with special educational needs make good progress as a result of good teaching and additional support in lessons, together with extra small-group work on aspects of their learning that they need help with.
- Achievement is not yet outstanding because pupils do not make as rapid progress in writing as they do in reading and mathematics, although this is improving. In 2013, a smaller percentage of pupils made more than the progress expected of them in writing than did so nationally. However, this year, the percentage of pupils that will exceed the progress expected of them is on track to be above last year's national figure.

The quality of teaching

is good

- Where teaching is good, pupils make good progress as a result of activities which are at just the right level to help them make rapid progress in their learning. Work is neither too easy nor too difficult; the level of challenge is correct. Teaching is not yet outstanding because this is not the case all of the time.
- Reading and phonics (the sounds that letters make) are taught very well. As a result, pupils' achievement in phonics in Year 1 is above average. Young pupils read with confidence and accuracy. All of the pupils who read to the inspector are enthusiastic about reading.
- The teaching of writing is improving and pupils' progress is becoming quicker. However, it is not yet as good as in mathematics and in reading where there are examples of some classes making outstanding progress. For example, almost all pupils in Year 6 are on track to make the progress expected of them in mathematics, with about two thirds on track to exceed this.

- Teaching assistants make a strong contribution to the good teaching and are deployed very effectively to support pupils, including those in receipt of the pupil premium funding, disabled pupils and those with special educational needs.
- Pupils experience a variety of interesting and challenging learning activities and make good progress as a result. One example seen during the inspection was where young children in the Early Years Foundation Stage developed their understanding of the meaning of 'big,' 'bigger,' 'small' and 'smaller' through a sorting activity linked to the traditional story of *The Three Bears*. Children enjoyed the activity immensely and the teacher's skilful explanation and questioning helped to develop their language and understanding.
- In a small amount of teaching, teachers' expectations are not high enough as to the quality and quantity of pupils' work. One aspect of this is the school's expectation that pupils will respond to teachers' detailed marking. Although regular opportunities are given for pupils to do this, there are a small number of cases where pupils have not made a response or have struggled to do so. These are not always followed up by all teachers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good in lessons and around school. The inspector observed numerous examples of pupils being polite and well mannered towards each other. For example, when given books to share in a group, one Key Stage 1 boy said to another, 'When you've finished with that book can I borrow it?' The other boy responded, 'Of course you can.'
- Pupils move around school in a calm, sensible way and the corridors and classrooms are tidy and well kept. Pupils take a pride in their work and there are some examples of excellently presented books in some classes. This is not yet the case consistently in all classes.
- The inspector spoke to several pupils about behaviour and all said that behaviour typically is good. Pupils can recall some occasions of misbehaviour but say that these are very rare, taken seriously and dealt with firmly. Pupils understand about different types of bullying and it is clear that such issues are regularly explored by teachers and in assembly. A very effective assembly on anti-bullying was observed by the inspector.
- Pupils say that they enjoy school and understand the importance of regular attendance. Attendance rates have improved and are now in line with most primary schools.
- The headteacher sets high expectations for pupils' behaviour and pupils are very aware of these expectations. They say, 'Miss Haunch hates bullying!' Pupils have lots of activities at break times and plenty of space to play in and socialise. There is excellent supervision and pupils play together well.
- The school's work to keep pupils safe and secure is good. All visitors are carefully checked and the school site is well maintained and secure. There are appropriate records of any concerns about pupils and the school has good links with other local agencies to support pupils and their families, especially those whose circumstances may make them vulnerable.
- Pupils understand how to keep themselves safe, including when using the internet. Internet safety has a high profile and is regularly discussed with pupils.

The leadership and management are good

- The headteacher is relentless in her determination to improve the school. She sets high expectations for pupils' progress and behaviour and is effectively supported in these high expectations by leaders at all levels. Clear targets are set for teachers and are linked to the progress that pupils are expected to make. This has brought about the rapid improvement since the last inspection.
- School leaders have worked well to improve standards for pupils in reading, writing and mathematics by improving the quality of teaching and by making regular checks on how well

pupils are achieving. Where the progress of some pupils has fallen short of their high expectations, swift action has been taken to increase pupils' progress.

- Procedures to safeguard pupils are good and statutory requirements are met. Staff training in safeguarding is comprehensive and up-to-date.
- Senior leaders work closely with parents and listen and respond to their comments. A number of parents spoke very highly of the school staff, and of the headteacher in particular, when talking with the inspector.
- There is a clear plan in place for the spending of the new primary school sport funding. The school has increased pupils' participation in sport and extended the range of sporting activities. There is greater opportunity for participation in inter-school sporting competitions, such as recent gymnastics and rugby events with other local schools. Pupils report that they have a good understanding of how to keep themselves healthy and where individual pupils show excellence in sport, the school is able to signpost them to clubs and coaching opportunities to support their skill development. A sports coach works with teachers to develop their skills in teaching physical education and this has improved staff skills.
- The curriculum is interesting and pupils learn from a range of educational visits and residential trips. Year 6 pupils speak enthusiastically about a recent residential visit where they had to work together in teams to build and sail a raft. Extra-curricular activities are plentiful with good opportunities for pupils to take part in sporting and other activities. Older pupils speak highly of the fencing club run by the headteacher who is a qualified fencing coach.
- Assemblies make a strong contribution to pupils' spiritual, social, moral and cultural development and difficult issues are explored in assembly time. For example, the inspector observed a powerful assembly about hate-crime which made some very effective points that pupils understood.
- The local authority has given the school good support and there have been regular and rigorous checks on how well pupils are achieving. The local authority has also provided the IEB. This support has contributed to the school's rapid improvement.
- The leadership and management of the school are not yet outstanding because pupils' progress in writing is not as good as in reading and mathematics and the quality of teaching is not outstanding because teachers' expectations are not yet always high enough.
- **The governance of the school:**
 - The IEB has a good knowledge of the school and provides highly effective governance. The IEB sets high standards and works closely with the headteacher to check that the quality of teaching is improving. Procedures to tackle underperformance are effective, along with those to reward teachers when pupils' progress is good or outstanding. The IEB checks that all groups of pupils are making at least good progress, including the most able, pupils in receipt of the pupil premium funding, disabled pupils and those with special educational needs. The recruitment of governors for a new governing body is under way and advanced plans are in place to ensure a smooth transition.

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	105199
Local authority	Bolton
Inspection number	426031

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair	Sue Morse
Headteacher	Jenny Haunch
Date of previous school inspection	1 November 2012
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