School report

St David Haigh and Aspull CofE Primary School

Copperas Lane, Haigh, Wigan, Lancashire, WN2 1PA

Inspection dates	4–5 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	**Good**	**2**
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. The headteacher and senior leaders, well supported by a much improved governing body, provide clear direction for the school and keep all staff focused on continually improving the quality of their teaching and raising pupils' achievement.
- Teaching is consistently good and enables pupils to make good progress. Standards are regularly above average in reading and average in writing and mathematics by the time they leave in Year 6.
- The role played by the governing body in checking that the school is meeting its aims has improved in recent years. It balances support for the school with challenging it to do better.
- Children thrive in the early years because they are helped to settle in thoughtfully and activities fire their imaginations.
- Pupils' progress is carefully checked and their needs identified. This enables good quality additional support and care to be provided so that disadvantaged pupils or any who have special educational needs are able to achieve well.
- Pupils behave well and move sensibly around the buildings, helping to make the school an orderly place in which to learn.
- Pupils' positive attitudes and regular attendance contribute to their good learning and progress.
- A caring, respectful and tolerant ethos permeates school life, and good provision is made for pupils to learn about and respect the customs and beliefs of major world religions.
- Pupils feel safe and happy in school because staff pay close attention to their welfare.

It is not yet an outstanding school because

- Sometimes work is too easy, particularly for the most able. This means that at times these pupils do not make as much progress as they could, particularly in writing and mathematics.
- Pupils do not have enough opportunities in their learning to extend their writing and mathematical skills.
- Pupils are not always provided with the time to follow up on the advice teachers give when they mark their work.

Information about this inspection

- The inspector observed eight lessons or parts of lessons. One lesson was observed jointly with the headteacher.
- Meetings were held with senior leaders, staff, and members of the governing body as well as groups of pupils.
- A telephone conversation was held with a representative of the local authority.
- The inspector listened to pupils in Years 1, 2, 4 and 6 read, and spoke informally to pupils during playtimes and lunchtimes.
- The inspector took account of the 18 parent responses received at the time of the inspection from the on-line questionnaire (Parent View) as well as the views of the parents that the inspector spoke to and those expressed through the school's own parental survey.
- The inspector took account of the 20 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils eligible for the pupil premium is above average. (The pupil premium funding is additional funding for those pupils eligible for free school meals and those children who are looked after by the local authority).
- The proportion of disabled pupils or those with special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress, in 2013.
- There is a before- and after-school club. This setting was inspected separately and the report can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve pupils' attainment and accelerate the progress they make by:
  - ensuring work set in writing and mathematics is not too easy, particularly for the most able
  - ensuring pupils have enough opportunities in their learning to extend their writing and mathematical skills
  - ensuring that pupils are consistently provided with the time to follow up on the advice teachers give when they mark their work.

Inspection judgements

The leadership and management are good

- Clear leadership from the headteacher and her senior team drives a culture of high expectations of the quality of teaching, pupils' achievement and their behaviour. Planned actions, following careful evaluation of the school's performance, have led to improvement since the last inspection in the quality of governance and pupils' achievement, particularly in reading.
- While these improvements indicate that the school has the capacity to improve further, it acknowledges it is not outstanding because there is more to do to ensure the most able pupils achieve as well in writing and mathematics as they do in reading.
- The focus on improving teaching is based on regularly checking where each teacher might be able to improve their impact on learning and providing support, guidance and training for this to be achieved. This ensures that a strong link between effective teaching, performance and salary increase is secure.
- Subject leaders have a strong impact on driving forward improvement in their areas of responsibility. Their role in gathering first-hand information about the quality of teaching and achievement in their subjects is good. As a result, action is sharply refined and targeted to where it is needed most.
- Engagement with the local authority has been light touch, however, training from the local authority since the last inspection played an influential part in governors becoming more effective in their role.
- The school provides a broad and balanced curriculum that supports well the pupils' progress in reading, writing and mathematics and their spiritual, moral, social and cultural development. The school is committed to ensuring equality of opportunity and to tackling any discrimination.
- The school's values such as respect and tolerance are continually promoted, for example through thought-provoking assemblies. Pupils learn about life in modern Britain through community activities with local schools. They share, for instance, their musical and sporting talents, learning to work with others from different backgrounds to their own. Provision for music and sport is particularly strong.
- The school uses its physical education (PE) and sports premium funding well. Working alongside specialist sports coaches has widened teachers' expertise in physical education. This funding has also enabled the school to spot gifted and talented dancers and to add well-attended running and cheer leading clubs to its already wide range of sports activities.
- **The governance of the school:**
  - Governors bring a wide range of experience and expertise to their role. They have become much more involved in supporting the drive for improvement since the last inspection. Governor training has increased their understanding of the role of governance and is helping them to scrutinise information about the school more closely. As a result, they have a clear understanding of the quality of teaching and of information relating to how well all groups of pupils are advancing in their learning. They challenge and support the school's senior leaders well. Governors have a clear understanding of the school's strengths. They know what is needed for the school to improve, including the actions senior leaders are taking to improve pupils' achievement. Governors check carefully the impact of their spending decisions and are fully conversant with the effectiveness of additional funding such as the pupil premium and PE and sports premium. They ensure pay awards for staff are linked to pupils making good progress. Safeguarding and child protection arrangements which meet requirements are managed particularly well by the school business manager.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Parents, carers and staff agree that pupils behave consistently well.
- Pupils are courteous and polite. They are clear about the importance of good behaviour and how this can influence their learning. They take a pride in their school and try their hardest to keep their areas very tidy.
- Pupils are keen to do well. They play happily together and show each other respect and consideration. They work hard in lessons and most listen carefully to their teachers. Although some pupils who have behavioural needs occasionally lose concentration, this does not disrupt the flow of learning for others because adults manage these disruptions well. Pupils take their responsibilities seriously; as buddies they take care of the younger pupils during playtimes or as members of the school council they improve safety in the playground and outside the school.
- Attendance has risen since the school's last inspection because the headteacher and governors have made

it clear that holidays should not be taken during the school term.

- Behaviour is good and not outstanding because the most able pupils are not always fully challenged in their work and at these times they stop listening and become distracted and, consequently, do not achieve the best they can.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are taught how to keep themselves safe when using the internet. Pupils say they feel safe in school. Parents and carers strongly agree that the school successfully promotes all aspects of their children's welfare.
- Pupils have a clear understanding of different forms of bullying and say that incidents are rare. Parents and carers judge that the school deals well with any problems that do occur. Records show that the school deals swiftly with the very small number of incidents that have occurred.

The quality of teaching is good

- The quality of teaching enables pupils to learn well and to make good progress over time, particularly in reading. Teachers have high expectations of pupils' work and behaviour and that pupils will always try to do their best.
- Relationships between teachers and pupils are built firmly on mutual respect and, as a result, classrooms are generally calm and there is a hard-working atmosphere. However, sometimes when the work is too easy, a few pupils become distracted and do not achieve as well as they could.
- Pupils work happily together. When given a mathematical problem, for instance, they willingly listen to one another's solutions, valuing the contributions of their classmates and thus extending their enjoyment of mathematics.
- Teachers generally use the information about each pupil's learning well to plan work at the right level for pupils. Teaching focuses carefully on the most able in each year group through probing questioning and activities that make them think deeply. However, there are times when they are not sufficiently challenged. In mathematics, for example, they are often given repetitive questions that they answer correctly but which do not deepen their understanding sufficiently.
- Reading is a strength and is taught well. Children develop a good knowledge of letters and their sounds in the early years and Key Stage 1. Pupils in Key Stage 2 develop wider reading skills such as comprehension and inference and to research facts for instance in the other subjects they study.
- Teachers probe pupils' understanding carefully through their questioning and adapt their teaching when needed. However, pupils do not have as many opportunities to extend their writing and mathematical skills in their learning as they do in reading. For example, while pupils say they find out new information by reading a wide range of books, they do not always have enough opportunities to write at length to explain different points of view.
- Marking systems are of a good quality overall, however, pupils are not always given the time to follow up on the advice and the steps needed to improve their learning further. As a result, pupils can continue to make the same mistakes, for example when carrying out multiplication or division calculations.
- The checks teachers make of how well pupils are learning are accurate and used well when planning lessons. Progress over time is checked carefully so that any pupil falling behind their targets is identified quickly and given further support. This, and the skilled guidance of support staff, enables disabled pupils and those with special educational needs to participate fully in lessons and to make good progress.

The achievement of pupils is good

- Pupils make at least good progress in reading, writing and mathematics. Their attainment is consistently above average in reading and it is average in writing and mathematics. Attainment in writing and mathematics is not as high as it is in reading because pupils, particularly the most able, are not always provided with work that makes them have to think hard enough for themselves and consequently they do not achieve as well as they could in a few lessons.
- Year 6 test results rose in all subjects in 2013, having dipped the year before in writing and mathematics. They rose further in 2014, particularly in reading, in response to action taken by the school to develop pupils' wider reading skills.

- The most able pupils make at least good progress and reach high levels in reading. However, in some classes, these pupils do not always make the same good progress in writing and mathematics because they are not given enough opportunities to extend their writing and mathematics skills in the other subjects they study.
- Pupils make rapid progress in phonics (sounds that letters make). Results of the phonics screening check for Year 1 pupils have been higher than the national average over the last two years.
- The high emphasis on reading for pleasure and to extend pupils' comprehension and inference skills in a wide range of subjects is greatly enjoyed by pupils. This has added considerably to their enjoyment of books and accelerated their reading skills well.
- Disabled pupils and those with special educational needs make progress similar to other pupils. Teachers are able to give them close attention because they have a very clear understanding of the support they need based on an accurate knowledge and understanding of their needs.
- The school uses the pupil premium well to ensure the good progress of disadvantaged pupils and close gaps between their attainment and that of others in their year groups. This is achieved through high-quality support in small groups to develop reading, writing and mathematics skills.
- There was a two term difference between the Year 6 test results of disadvantaged pupils and others in reading in 2014. There was a gap of five terms in each of writing and mathematics. Their results were in-line with the national average for all pupils in reading though below average in writing and mathematics by four terms. Any gaps this year between disadvantaged pupils and others in all year groups are closing rapidly.

The early years provision is good

- The overall quality of the early years provision is good. Although most children now begin school with skills typical for their age, in the past few years these skills were below those of the typical four-year-old.
- Children make a good start to their learning in the Reception class and quickly settle because of the strong links established with families and through the wide range of pre-school visits. These include an opportunity for the children to meet their future Year 6 buddy. As a result, children settle happily, behave exceptionally well and enjoy the good quality provision on offer both indoors and in the improved outdoor areas.
- Children are safe and cared for well. They rapidly learn to share and to get along with each other. During the inspection children were observed playing and talking happily with each other about what they had discovered following the visit that had taken place that day to a stately home which is very near to their school. They examined, sorted, counted, compared and chatted to each other about the range of leaves, twigs and others items of nature which they had collected.
- Learning is firmly based around children's interests. All the adults skilfully build on these to extend children's speaking, listening and mathematical skills, as well as their overall confidence. They do this with activities such as building a guy and bonfire as well as making sparklers to celebrate bonfire night.
- Children's physical skills and their health and well-being are developed well through a good range of activities. Learning to climb, to make decisions and follow instructions, such as when building the bonfire, all contribute well to this development. Children show good progress in developing confidence and concentration skills as they confidently explore letters and sounds, begin to read and practice their writing skills.
- The early years is led and managed well. The leader and the Reception team are dedicated and have a clear knowledge of each child's needs. Although they have a shared, accurate understanding of current strengths within the provision and areas for development to drive forward improvements further, they acknowledge there is more to do to encourage more children to think for themselves and develop as confident independent learners.
- Above average proportions of children attain a good level of development as a result and are prepared well for entry into Year 1.

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	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. 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.

School details

Unique reference number	106519
Local authority	Wigan
Inspection number	449305

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	139
Appropriate authority	The governing body
Chair	Elspeth Randall
Headteacher	Catherine Boulton
Date of previous school inspection	28 June 2011
Telephone number	01942 831310
Fax number	01942 833818
Email address	enquiries@admin.saintdavids.wigan.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

Ofsted