

Inspection of Washacre Primary School

Clough Avenue, Westhoughton, Bolton, Lancashire BL5 2NJ

Inspection dates: 21–22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and proud to be part of this school. The pupils, parents and carers with whom we spoke told us that pupils' behaviour has improved a lot since the previous inspection. Pupils are polite and courteous. They hold doors open and shake hands with visitors. Older pupils act as positive role models for others. They enjoy helping the younger children and remind them of the school's values.

Pupils learn well in most subjects. They enjoy trips which link to their learning, such as a visit to a Roman museum. Visitors to school inspire pupils and ignite their curiosity.

Pupils said that they trust staff and that they feel safe at the school. Staff identify pupils' needs quickly and provide dedicated support to pupils who need extra help. Parents value the support that the school provides for pupils' well-being and learning. Bullying is rare. If minor incidents do occur, staff sort these out effectively.

The new leadership team ensures that its own high expectations are shared and understood by everyone at the school. Leaders and staff expect pupils to do their best. Pupils respond well to staff's help and encouragement.

What does the school do well and what does it need to do better?

Leaders have designed a new curriculum that builds pupils' knowledge in an ordered way. In many subjects, leaders and staff give pupils valuable opportunities to revisit topics and to deepen their knowledge.

The considerable improvements that leaders have made since the previous inspection means that more pupils achieve well in a range of subjects. Even so, weaknesses in the previous curriculum mean that some pupils have gaps in their knowledge.

Teachers think carefully about how they plan learning so that pupils can build on what they already know and can do. This includes pupils with special educational needs and/or disabilities (SEND) and those that are disadvantaged.

Leaders have ensured that teachers are well trained to deliver the planned curriculum. This has been particularly successful in English, mathematics, science and history. In these subjects, teachers have strong subject knowledge. They are less confident about delivering the curriculum in some other areas, such as geography and music.

Leaders have put reading at the heart of the school's curriculum. Phonics teaching is well organised and follows a well-ordered curriculum plan. Staff teach children letter sounds from the start of the Reception Year. They give the children many opportunities to practise their reading at school. They also give parents lots of tips about how to support children's reading at home. Staff provide pupils in key stages

1 and 2 with a wide range of high-quality fiction and non-fiction books to read. Pupils read well and talk enthusiastically about their favourite authors and books.

Children in the early years enjoy their learning. They achieve well. The curriculum is well planned around the needs of the children. They are eager to explore, learn new knowledge and investigate how things work. Children enjoyed investigating which boats floated the best. They did this well because previous learning helped them to know which materials to test. The provision for two-year-olds is nurturing and effective. Adults listen and encourage children to follow their own interests. Children in the early years have many opportunities to learn about other cultures and their festivals, such as Diwali and Chinese New Year. They have the opportunity to develop their knowledge and skills across almost all areas of learning. However, limited resources, including in the outdoor area, stop some children from developing their physical skills as well as they should.

Pupils' personal development is central to the school's work. Pupils learn to act with integrity and to show respect for one another. Pupils were keen to tell us that they are always looking to help others to 'choose and be kind'. Pupils enjoy a range of responsibilities at school, such as prefects, school council representatives and playtime buddies. Leaders plan special theme weeks, such as Black History week, through which staff encourage pupils to understand and celebrate the differences between people in society. Pupils told inspectors that they see themselves as 'one race, the human race'.

Leaders have high expectations of pupils' behaviour. Pupils behave well in classrooms because they are so excited about what they will learn next. This has a positive effect on their learning. The atmosphere in the school is calm, relaxed and happy. At playtimes, pupils cooperate well with each other. Pupils' attendance at the school has improved over the past year. Leaders make sure that parents understand that their children need to attend school every day.

Leaders inspire staff in their work. Governors provide strong support and challenge for the school, including about the curriculum. Their skills and experience place them in a good position to help the school to become even better.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to keep pupils safe. Staff and governors are well trained on safeguarding. Leaders check on the suitability of staff to work with pupils. Leaders and staff keep effective records of concerns about pupils. Leaders follow up all safeguarding concerns rigorously. The pastoral team supports pupils and their families to ensure that they receive the help that they need as quickly as possible. Pupils know how to keep themselves safe. For instance, they spoke knowledgeably about how to stay safe online. They know how to report their concerns about online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have implemented an ambitious, well-sequenced and clearly planned curriculum. In mathematics, reading and science, teachers' subject knowledge is well developed. However, they know less about geography and music, which affects the quality of pupils' learning. Leaders should ensure that staff develop enough expertise in all subjects, so they can help pupils to achieve well across all curriculum areas.
- Some pupils have gaps in their learning due to past weaknesses in the curriculum. Leaders and staff should identify these gaps and help pupils to gain the knowledge that they have missed out on. By doing so, leaders will ensure that pupils have a solid foundation for future learning as they move through the new curriculum.
- In the early years, leaders have not ensured that the resources available enable children to develop their physical skills as well as they should. Leaders need to review the learning environment, especially the outdoor space, to make sure that there are suitable resources that help children to be physically ready for Year 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105199
Local authority	Bolton
Inspection number	10121959
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair of governing body	Phil Orth
Headteacher	Chris Howarth
Website	www.washacre.bolton.sch.uk
Date of previous inspection	28–29 September 2017, under section 8 of the Education Act 2005

Information about this school

- There has been a change in governance from a joint executive board to a governing body in January 2020.
- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in reading, mathematics, science and geography. This involved talking with senior leaders, meeting with subject leaders and teaching staff, talking with pupils and looking at pupils' work. We visited lessons and listened to some pupils read.
- Senior and subject leaders accompanied us on our visits to lessons and examined pupils' work and planning documents alongside us.
- We looked at a range of documentation, including leaders' self-evaluation, their plans for improvement and information about the attendance and behaviour of pupils.

- We met with groups of pupils from each year group and observed pupils' behaviour around the school.
- We met with the headteacher, members of the governing body, senior leaders, and teaching and non-teaching staff. We spoke by telephone with an adviser to the school and with a representative of the local authority. We spoke with parents and considered 43 parents' responses to Ofsted's online survey, Parent View.
- We met with leaders and pupils to discuss arrangements for keeping pupils safe.

Inspection team

Amanda Dodd, lead inspector

Ofsted Inspector

Sue Eastwood

Her Majesty's Inspector

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