

Inspection of a good school: Aspull Church Primary School

Bolton Road, Wigan, Lancashire WN2 1QT

Inspection dates:

9 and 10 June 2022

Outcome

Aspull Church Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school. Leaders and staff have created a nurturing environment that helps pupils, and children in the Reception class, to feel safe. They know who to talk to if they have concerns about themselves or others. The pupils, parents and carers and staff who expressed a view were not aware of any incidents of bullying. However, they are confident that if it were to happen, it would be dealt with swiftly and well. A typical comment from parents was, 'A wonderful school with a strong, caring and nurturing ethos that is at the heart of the local community.'

Pupils respond positively to leaders' high expectations of their work and behaviour. They listen attentively, work hard and help each other. Pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve well in a range of subjects.

Leaders, including governors, make sure that pupils have many opportunities to thrive. Leaders' 'courageous advocacy' programme helps pupils to develop an awareness of how they can make a difference in the lives of others. Pupils have a very caring attitude toward those who are less fortunate than themselves. They understand the importance of respecting cultures, beliefs and lifestyles which are different from their own.

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

Leaders have ensured that the curriculum identifies the important knowledge that pupils will learn. Pupils, and children in the early years, acquire this knowledge in a logical way which builds on what they already know. Teachers help pupils to make connections between subjects. For example, the novels which they read in class often reinforce current learning in subjects such as geography or history.

Teachers revisit what pupils have learned recently and build on it. However, in some subjects, they do not revisit work from previous years. At times, this means that pupils do not use what they have learned before to help them with new learning. Consequently,

they sometimes struggle to make links that help them to remember the curriculum well.

Leaders make sure that teachers have a detailed knowledge of the subjects that they teach. Staff appreciate the guidance and support that they receive. This improves their confidence and helps them to deliver the curriculum well.

All pupils, including those with SEND, follow the same curriculum. Teachers and teaching assistants identify pupils' needs effectively. They quickly give pupils with SEND the help that they need to keep up with their peers.

Leaders prioritise reading across the school effectively. Pupils read very widely and often. They make excellent use of the school's many age-appropriate libraries. Teachers read to pupils frequently. This encourages pupils to read with excitement and expression.

Well-trained staff deliver the phonics curriculum effectively and as intended. As a result, most pupils, including those with SEND, become confident and fluent readers. The very small number of pupils who fall behind have appropriate one-to-one help for as long as required. This helps them to catch up with their peers.

Leaders provide an extensive range of experiences to develop pupils socially and culturally. These experiences are open to all pupils in the school. Pupils take part in a wide range of extra-curricular activities. They also have responsibilities such as being mental health warriors, eco-warriors and members of the pupil parliament. These pupils fulfil their duties with pride.

Pupils and children in the early years behave well in lessons and at social times. Leaders deal with the extremely rare instances of individual lapses in the usual good behaviour very effectively. Pupils understand how their conduct and attitudes affect the well-being of others. Pupils' learning is very rarely interrupted by minor disruption.

Staff appreciate the consideration that leaders and governors give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and pupils understand that safety is everyone's responsibility. Staff undertake regular, appropriate training to ensure that they can identify and respond to signs that a pupil may be at risk of harm. Staff are vigilant and report and record concerns promptly. Leaders work with a range of agencies that support families when required. Governors make regular visits to review leaders' safeguarding procedures.

Pupils learn how to stay safe from harm, including when working and playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not revisit parts of the curriculum to link new knowledge to what pupils have learned previously. This means that pupils do not remember the curriculum in as much depth as they should in these subjects. Leaders should ensure that the curriculum in all subjects provides pupils with opportunities to revisit their prior learning so they can build on what they already know.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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 information from Ofsted Parent View 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	106518
Local authority	Wigan
Inspection number	10226106
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Andrea Jones
Headteacher	Howard Smout
Website	www.aspullchurch.wigan.sch.uk
Date of previous inspection	1 and 2 March 2017, under section 5 of the Education Act 2005

Information about this school

- Aspull Church Primary School is a joint Methodist and Anglican school. The previous section 48 inspection took place in May 2017.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector conducted deep dives in these subjects: early reading, geography and art and design. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils and teachers about learning and looked at samples of pupils' work. She also listened to pupils read to a member of staff. She spoke to leaders, teachers and pupils about the curriculum and their learning in other subjects. She looked at samples of pupils' work from other subjects.
- During the inspection, the inspector spoke with pupils about their work and wider school life. She spoke with members of the governing body, a representative of the

local authority, a representative of the Methodist Academies and Schools Trust, the headteacher, senior leaders and members of staff.

- The inspector reviewed a range of documentation, including information about safeguarding and the checks undertaken on newly appointed staff.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments.
- The inspector also reviewed the responses to the staff and pupil surveys.

Inspection team

Liz Kelly, lead inspector

Ofsted Inspector

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