



# All Saints Catholic Primary School, Golborne, Wigan

## Inspection Report

**Unique Reference Number** 106505  
**LEA** Wigan  
**Inspection number** 277577  
**Inspection dates** 21 June 2006 to 22 June 2006  
**Reporting inspector** Mrs Frances Gander CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Hazel Grove
<b>School category</b>	Voluntary aided		Golborne
<b>Age range of pupils</b>	3 to 11		Warrington, Cheshire WA3 3LU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01942 747655
<b>Number on roll</b>	229	<b>Fax number</b>	01942 747654
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Fr J Joyce
<b>Date of previous inspection</b>	26 November 1999	<b>Headteacher</b>	Mrs L Morgan

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 21 June 2006 - 22 June 2006	<b>Inspection number</b> 277577
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is a Roman Catholic primary school. Pupils mainly come from the immediate area. There is a part-time Nursery for 60 children, as well as six classes for pupils from Reception to Year 6. Pupils in Key Stage 2 are taught in three mixed year-group classes, whereas those in Key Stage 1 are in single year groups. The school is over-subscribed. Almost two thirds of children who have attended the Nursery do not enter the school. The number of pupils from minority ethnic groups is very small. Recently four pupils have arrived from Poland and English is not their first language. The number of pupils with learning difficulties and/or disabilities is above the national average.

The school has successfully gained many awards in the intervening years since the last inspection. These include the Basic Skills Award, the Wigan Quality Mark for early years, an Activemark for sport, and an Eco and a Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. A key strength lies in the excellent leadership and management provided by the headteacher. Due to the monitoring of teaching and the professional development of staff, the quality of teaching is good overall with many examples of outstanding practice. This results in children making good progress during their time in the school. They reach average standards from below average starting points on entry to the nursery. The main strengths of the school are the curriculum, the wealth of additional learning experiences, the care and support given to pupils, and the quality of the early years provision. Children's individual starting points are identified and, through well planned learning activities, children achieve well. Throughout the school pupils are provided with excellent opportunities to develop personal and social skills, and especially their spiritual awareness so that they achieve well. They enjoy their days in school, are excited by the opportunities given to them and demonstrate excellent attitudes and behaviour. The school has the total confidence and appreciation of parents. It has developed strong monitoring and evaluation systems and it acts on all this information to identify further improvements. Consequently, the school is already addressing the need to further improve the standards reached by higher achieving pupils in writing. The management were modest in their self-evaluation of the school and inspection judgements are better in some areas. The school has a very high capacity to improve further. It provides good value for money.

### What the school should do to improve further

- The school is very well aware of what it needs to do to maintain its high standards and has secure plans in place for further improvement.

## Achievement and standards

### Grade: 2

When children start school many have weak basic skills, especially in literacy and social development. Attainment of pupils at the start of the Reception varies year on year. Many children who have been assessed as above average at the end of the Nursery do not transfer to the Reception class. As a result, the range of attainment is spread equally between average and below average. They thrive in the Foundation Stage thanks to the excellent provision. In the Reception class standards continue to improve so that by the time pupils enter Year 1 many of these weaknesses have been eliminated or reduced and more pupils are approaching average standards. As teaching is good in all years and sometimes better, they continue to achieve well.

In 2005, the results of the Year 2 national tests were broadly average. This was a significant improvement on the previous two years. The Year 6 class in 2005 contained more higher attaining pupils and they met or exceeded their challenging targets at all levels in mathematics and science. In these subjects, attainment in the Year 6 tests was above average. Middle attaining pupils did particularly well. In English they were below target, but only in relation to the more able pupils. The school monitors the

performance of each group of pupils closely and has put in place a variety of strategies to boost attainment in writing. These are starting to bear fruit. Standards in the current, small, Year 6 group are below average, reflecting the high number of pupils with additional needs. These pupils are on course to meet their targets, helped by the very good teamwork, common to all year groups, offered by teachers and teaching assistants.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. From the moment children enter the Nursery, the school does its utmost to develop their social skills. Pupils respond very positively to the school's high expectations of behaviour. They are considerate, polite and very friendly. They have many opportunities to show responsibility and exercise choice in their learning. The school council is proud of the success of the Year 6 buddies, who help all pupils to be included in games in the playground. Their spiritual, moral, social and cultural development is excellent. The ethos of the school is consistently reinforced in assemblies that are of high quality. There is a very good awareness of multicultural issues, strengthened by events such as their visit to a Jewish museum. Pupils enjoy all aspects of school, including the wide range of enrichment activities. This is shown by their above average attendance. They are especially enthusiastic about the opportunities in sport and the creative arts. Pupils have a very good appreciation of their own well-being which was reflected in the school's recent achievement of the Healthy Schools Award. Pupils feel very safe in school. The school council is but one of many avenues, including the Eco-schools initiative and Young Enterprise Scheme, for children to contribute to the school community and to develop the skills necessary for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and there are examples of outstanding teaching, such as in science. For example, in science pupils apply scientific investigation and analysis of their findings, and report back to the rest of the class. Good emphasis has been placed on staff development and the provision of high quality resources, especially in information and communication technology (ICT). All teachers very confidently use ICT for teaching and learning; for example, all use the interactive smartboards in classrooms. Pupils regularly make use of the ICT suite as well as laptops in class for recording their work or research. Other strengths are in the teachers' knowledge of their subjects, the challenges they set for pupils of different abilities, the links they plan between subjects, as well as their knowledge of pupils' attainment and progress gathered through ongoing assessment. The highly effective teaching and planning in the Nursery and Reception constantly challenges children. Across the school, there is skilled questioning of pupils by teachers using clear communication. Lessons move at a fast pace and teachers make learning fun. Pupils are excited about

their tasks and have no time to become bored. There is very good teamwork between the teachers and the teaching assistants, with the latter taking a lead role in teaching small groups of pupils and contributing to the assessment of pupils' achievement.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is better than the school's judgement in its self-evaluation. It meets the needs of all pupils as well as including a wealth of exciting and meaningful experiences and unusual topics, such as the life of Mary Seacole. Many of the curriculum experiences adorn the walls in colourful art displays, such as this term's focus on developing a positive view of Africa, its cultures and creatures. Pupils are nurtured to become interested in each subject. This very high expectation, seen in the curriculum planning, leads to high achievement. All statutory requirements are met, including those for the Foundation Stage. There is a strong emphasis on promoting numeracy and literacy skills, as well as the links with other subjects, and the pupils have very good opportunities to visit places connected with the topics they are studying. There are very good links with local organisations, with pupils taking part in community activities, such as raising funds for local causes and presenting drama productions.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The pupils are very well cared for and the procedures to ensure their health and safety are firmly in place. To further develop their understanding of safety issues, pupils receive regular visits from the fire service and road safety teams and work to achieve cycling proficiency awards.

The staff have extensive files on their classes and this information is shared very effectively to support pupils throughout their learning. The progress of pupils at all stages is carefully monitored to ensure they do their best. Pupils with learning difficulties and/or disabilities are very well catered for. The current development plan provides for extending gifted and talented pupils further. Arrangements for the induction of new pupils are excellent. For example, the school has been particularly successful in settling four Polish pupils into the community this year. An extensive programme of visits is in place to ensure older pupils proceed smoothly into secondary education.

Parental support for the school is overwhelming. Many say, 'We could not have wished for a better start to our child's school career.'

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher, ably assisted by her deputy headteacher, provides a strong lead in raising standards, and enables everyone

to play their part. There are strong systems in place to monitor and evaluate the work of teachers and pupils. The needs of pupils in each year group vary significantly but their progress is very carefully tracked. As a result, the curriculum and teaching and learning methods are regularly reviewed and adapted to meet changing requirements. Colleagues have a clear view of strengths and weaknesses and the way to improve further. The school benefits from a very stable and flexible staff and a strong programme of professional development. Teamwork is exemplary, as all staff are highly motivated and keen to extend their skills to boost attainment further. For example, a determined drive to improve standards in science has resulted in substantial gains for Year 6 pupils in 2005. At the other end of the age range, the curriculum was adapted last year to address weaknesses identified in the creative development skills of pupils in Reception. Current priorities are correctly focused on maximising pupils' literacy skills across the school, especially in writing. The few areas for improvement identified in the last report have long since been tackled and solved.

The views of parents and pupils are regularly sought. Parents are unanimous in their unstinting praise for the school and several play an active role alongside teachers in the classroom. Governors are active partners in the school's development generally and their areas of specific expertise are well used. The school is very proactive in managing finances to ensure the very best value without compromising on quality. Links and partnerships are outstanding.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

As you know, we visited you recently to find out how well your teachers are helping you with your learning and your personal development.

Thank you for being friendly, polite, very well behaved and willing to talk to us. It was very useful to know what you think about how you are getting on.

You attend a wonderful school. What really impressed us was:

- how much you enjoy the lessons and activities the teachers plan for you
- how hard you try to get on well with everyone and do as you are asked
- how much you want to do well, and how you look after your school
- the good progress you are making in your work and your attendance at school
- how well your headteacher and teachers know you, and ensure that you attend a safe and attractive school.

We felt that to further help you in your studies, the school needs to make sure that some of you achieve higher levels in writing.

I hope you carry on enjoying what you are doing and continue to help your teachers all you can.