

# All Saints Catholic Primary School, Golborne, Wigan

## Inspection report

---

Unique Reference Number	106505
Local authority	Wigan
Inspection number	324415
Inspection dates	8–9 July 2009
Reporting inspector	Marianne Young HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

---

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	239
Appropriate authority	The governing body
Chair	Mrs Colette Atkinson
Headteacher	Mrs M Middlehurst and Mrs L Morgan
Date of previous school inspection	June 2006
School address	Hazel Grove Golborne Warrington WA3 3LU
Telephone number	01942 747655
Fax number	01942 747654
Email address	enquiries@admin.golborneallsaints.wigan.sch.uk

---

Age group	3–11
Inspection date(s)	8–9 July 2009
Inspection number	324415

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 10 lessons and various other activities and held meetings and discussions with staff, pupils and governors. They observed the school's work and analysed documentation provided by the school, the school development plan, safeguarding information and records of pupils' progress and test results. The inspectors also analysed the 63 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment, progress and learning for all groups of pupils, in particular for those with learning difficulties and/or disabilities
- the use of assessment in ensuring pupils' learning has a consistently high enough challenge for all groups of learners
- how effectively the curriculum meets the needs and interests of all learners
- whether the school is successful in removing barriers to learning and ensuring pupils are confident young people when they leave
- how well children are achieving across all areas of learning in the Early Years Foundation Stage.

## Information about the school

All Saints is an average size primary school and most pupils are of White British heritage. The proportion of pupils eligible for a free school meal is slightly below average. The proportion of pupils with learning difficulties and/or difficulties is average and those with a statement of special educational need is below average, but has increased recently. The Early Years Foundation Stage consists of a class for Nursery-age children and another for those of Reception age. The school has gained a number of awards including: Activemark; Basic Skills Quality Mark; Eco Green Flag and Artsmark. It provides before and after school care which is attended by children from the Early Years Foundation Stage.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

This is a good school with some outstanding features, notably in the learning and progress made by pupils with learning difficulties and/or disabilities and the care provided for all pupils. The Early Years Foundation Stage is outstanding and enables children to make an excellent start to their learning and most reach levels typical for 4 and 5-year-olds nationally. For the most part, pupils have very positive attitudes to learning and they enjoy coming to school. They feel safe and well cared for by their teachers and other adults. They relish opportunities to take responsibility and enjoy participating in a wide range of sporting activities.

All pupils achieve well and make good progress overall as they move through the school. The school uses the results of tests and assessments well to track the progress of its pupils very carefully. Pupils achieve well because teaching is good overall, although the school recognises that some satisfactory practice remains. Most lessons are briskly paced, tasks are interesting and consequently, pupils enjoy learning and increase their skills and knowledge at a good rate. These features were evident in a lesson for Year 6 pupils, who were costing and deciding which holiday best suited different families and their budgets. Not only did they respond well to the challenge of identifying the most appropriate holiday they also rose to an additional challenge of analysing data accurately to provide clear price comparisons. Teachers plan lessons very thoroughly making good use of their knowledge of pupils' potential. However, the challenge for the more-able in some lessons means that occasionally pupils spend too long on low level tasks, such as colouring, which fail to challenge their thinking and improve their learning. As a result, pupils' behaviour, which is generally good, slips. Challenging targets are set for pupils and mostly exceeded. A notable exception, of which the school is well aware, is the proportion of pupils who reach the higher Level 5 in English. The curriculum has been reviewed this year allowing some subjects to be linked together. The school is looking closely at the impact of this arrangement to make sure that all subjects are taught regularly and acknowledges this is an aspect which needs monitoring. The variety of ways in which pupils use information and communication technology (ICT), to support and reinforce their learning, is limited.

The school has accurately identified some areas of weakness, including pupils' progress in writing and the progress of those who are more-able. The actions it has taken are having a positive impact in raising standards, but, as the senior leaders acknowledge, there is more to do. Senior leaders are tireless in evaluating the work of the school, but do not always check how the action taken, for example, in relation to community cohesion, has affected the outcomes for pupils. Governors are closely

involved with the school's development and have been instrumental in ensuring that staff changes do not disadvantage the work of the school. In this respect they have been very successful. Improvements in writing and overall attainment, along with a strong determination to raise standards further, a view which is shared by the headteachers, governors and staff, mean that the school has good capacity for sustained improvement.

## What does the school need to do to improve further

- Provide appropriate challenge for more-able pupils especially in English lessons.
- Monitor closely the changes to the curriculum to ensure that all subjects are taught regularly and that pupils' skills and knowledge are developed equally.
- To increase the effectiveness of the school's evaluation of its own work, the school should:
  - be more rigorous, in checking the outcomes of action plans for community cohesion on pupils' understanding and development.

## Outcomes for individuals and groups of pupils

2
---

Pupils' academic progress across Key Stages 1 and 2 is good overall and outstanding for those with learning difficulties and/or disabilities. This is because these pupils receive exceptional support in lessons and work that is carefully matched to their abilities. Attainment overall, at the end of Key Stage 2, has been broadly average for the last three years, mainly due to weaknesses in pupils' writing. As a result of the school's focus on writing, provisional results this year in national tests, data held by the school and inspection evidence, indicate that results overall, have improved with more pupils meeting and often exceeding their targets. However, the school is aware that not enough pupils reach the higher levels, especially in English.

Above average attendance indicates how much pupils enjoy school. They say they feel safe and well protected by the arrangements that the school has in place. Pupils know that support is available and that their concerns will be taken seriously. Pupils are generally eager to learn and respond best when lessons are engaging and challenging. They treat each other, staff and visitors with courtesy and respect as they move around the school. Their thoughtfulness is impressive when working in the small, cramped classrooms. Pupils make wise choices at lunchtime and are aware that a balanced diet as well as exercise is vital for their health. The school council told inspectors that they are proud that one of their ideas, the 'walking bus', is proving popular. Pupils are developing good workplace and other skills through the school's focus on literacy and numeracy and on promoting collaborative working. Pupils' ICT skills are, however, not as well developed. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in their moral and social development.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

Pupils learn well because teaching is good. In many lessons teachers use a variety of interesting resources to engage the interest of pupils so they concentrate well and work hard. Effective use is made of 'talk partners' throughout the school, where pupils discuss with each other their ideas or solutions to problems and develop their listening, speaking and social skills well. Teaching assistants support the learning of different groups, especially those with learning difficulties and/or disabilities, effectively. Very thorough planning by teachers, together with their good subject knowledge ensures that teaching assistants are well briefed before lessons and are consequently able to play their part successfully. Where teaching is less than good, it is because the level of challenge, especially for the more-able, is insufficient in order for them to reach the higher levels in tests. Pupils' work is marked regularly and, although largely good, the quality of written feedback about pupils' progress towards their targets varies between subjects and classes. The school is now developing further opportunities for pupils to learn by assessing their own and others' work.

Strengths of the curriculum include the range of enrichment opportunities, clubs and activities out of lesson time. For example, more able pupils benefit from curricular links with the high school. The school has introduced a topic based curriculum where several subjects are linked together. This provides different ways of learning and is proving popular with pupils and teachers alike.

The Catholic ethos shapes the excellent care the school takes of all groups of pupils including the most vulnerable. Staff take a great deal of interest in the well-being of all pupils, especially those who find learning difficult. Parents very much appreciate the time staff give to resolve their children's individual issues, so that all can learn successfully.

---

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

## How effective are leadership and management?

Senior leaders show clear commitment to raising standards and monitor carefully the school's work in order to improve the quality of provision. Where actions have been taken, for example, to improve writing, standards have risen. Regular monitoring by the school's leadership provides a good indication of the school's strengths and weaknesses and these are communicated well, shared and understood by all staff. Nevertheless some evaluation, for example, in relation to community cohesion, is not yet sufficiently robust to measure the impact of the work that has been undertaken. The strong focus on inclusion means that all pupils matter and the school works hard to keep parents informed about its work and involve them in their children's learning. For example, regular transition meetings are held when parents are welcomed into school to 'meet the teacher' and ask questions in an informal setting. The school demonstrates satisfactory promotion of community cohesion and the school celebrates cultural diversity where possible, especially within the school community. Close links with external agencies combine to make a positive difference to the education of all pupils. Staff and governors are both involved in shaping the direction of the school and work well together. As well as being hard working and supportive, governors increasingly hold the school to account for aspects of its work. The school's arrangements for safeguarding pupils are thorough and meet government requirements. The school monitors its spending carefully to benefit all pupils and provide good value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Children's development when they start in the Nursery is below and sometimes well below what is typical for 3 and 4-year-olds nationally. This is particularly apparent in their social and communication skills. The staff know the children very well and are quick to identify particular social, emotional or learning needs, especially when the children join the school, putting in place effective care and support plans to address

them. Consequently, all children thrive and make outstanding progress, not only because of the high-quality care, but also because of the excellent teaching they receive. Classrooms are bright, lively and stimulating with many visual learning clues which children are encouraged to use. Staff are very imaginative in the activities they provide ensuring that children learn to think for themselves and make suggestions in order to solve problems. For example, children discussed sensibly how they could reply to a postcard sent from Dubai by Monty the class monkey. They did not have his address so they decided to check their emails where happily they found a message from Monty giving them his postal address. Children were absorbed in this work, developed their independence and successfully used their imaginative and early writing skills. Children know that good behaviour is important and misbehaving can affect the happiness of others. They follow routines and respond well to instructions. As a result, sessions run smoothly and any slight minor disagreements are quickly resolved. Although children are aware of safety rules, they are not always sure why they should or should not do something.

Teachers and support staff display outstanding team work. They work together closely to assess where children are in their development and what experiences they need to move on. Consequently, they have successfully secured high quality of provision and outcomes for children who are self-assured and keen to explore and learn for themselves.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

## Views of parents and carers

In their response to the questionnaires, parents expressed their strong support and praise for the school's work. They especially appreciated the care and support for children in the Nursery and also for those throughout the school with learning difficulties and/or disabilities. They commented on how well the school worked to develop pupils' individual talents and their self-confidence. Concern was raised by a tiny number of parents regarding the level of supervision on the playground. Inspectors found that the level of supervision is appropriate.

Ofsted invited all the registered parents and carers of pupils registered at All Saints Catholic Primary School, Golborne, Wigan to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 63 completed questionnaires. In total, there are 172 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	61	2	0	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment: the standard of the pupils' work shown by test and examination results and in lessons.
- Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

10 July 2009

Dear Pupils

Inspection of All Saints Catholic Primary School, Golborne, Wigan,  
Warrington, WA3 3LU

Thank you for making my colleague and me so welcome when we inspected your school this week. A particular thank you to those of you who took time to talk with us and tell us about the progress you are making and all the things you enjoy and take part in at school. Please also thank your parents and carers for returning the questionnaires, they were very helpful.

All Saints is a good school with some features, such as the provision in the Early Years Foundation Stage, the care for you all and the learning and progress of those of you who find learning difficult, outstanding. You behave well inside the school and when playing outside. Most of you know it is important to eat healthy food and take lots of exercise. We know that the 'walking bus' is popular as it helps reduce the number of cars coming to the school entrance. You told us that you enjoy your lessons, especially when you have to find things out for yourself.

The teachers and other adults take time to get to know you as individuals and they look after you all very well. However, there are two areas where you can really help the school to improve. We have asked the school to:

- improve lessons even more by making sure that the work you are asked to complete is at exactly the right level for you, especially in English
- look carefully to see how your topic lessons are taught and make sure that you learn about each subject equally.

We wish you all the best for the future especially those of you who are moving to new schools in September.

Yours faithfully

Marianne Young  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).