

# Horwich Parish CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105233
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	336456
<b>Inspection dates</b>	24–25 March 2010
<b>Reporting inspector</b>	John Dunne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Pritchard
<b>Headteacher</b>	Mr Alan Beedie
<b>Date of previous school inspection</b>	13 February 2007
<b>School address</b>	Church Street Horwich Bolton BL6 6AA
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<b>Email address</b>	head@hpces.co.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons taught by 16 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including data about pupils' progress, records of monitoring, policies, school improvement plans, safeguarding arrangements and the 198 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 effectiveness of measures taken by leaders and managers in improving achievement and teaching and learning since the last inspection
- the effectiveness of strategies for improving boys' progress
- pupils' understanding of diversity and how well the school is promoting an understanding of cultures beyond the immediate locality.

## Information about the school

The school is larger than average. The proportion of pupils entitled to free school meals is lower than average. Most pupils are of White British heritage; a small proportion of pupils are from minority ethnic groups and there are very few at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has gained several awards including the Financial Management Standard in Schools, Healthy Schools Award and International School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school has made significant improvements since the last inspection. The headteacher's vision in striving for excellence is unanimously shared and underpinned by rigorous systems for monitoring and evaluating the school's work. The impact of this is evident from strong improvements in pupils' attainment, more effective teaching leading to improved progress, measures which have improved the achievement of boys and significant improvements in teaching and provision in Reception classes which are now strengths of the school. This track record of improvement, founded on accurate self-evaluation, illustrates well the ambition and drive that senior leaders provide and shows the school has a good capacity to improve further. One parent expressed the views held by many, 'My son thoroughly enjoys his school life and is challenged and given opportunities to try out new skills – a great community-friendly school.'

Effective collaboration with the nearby Nursery ensures that children settle happily in Reception with basic skills above the levels expected for their age. They adapt well to routines and rapidly become independent, confident learners. Children make good progress overall with exceptionally good progress in language development and many reach standards well above those expected upon joining Year 1. By the end of Year 6 standards are high. This represents good progress and is due to good teaching overall. However, teaching is not consistently good in all aspects. In some lessons whole-class sessions can go on too long, the pace drops and progress slows. Progress is stronger in Key Stage 2 than in Key Stage 1 where occasionally tasks lack challenge. Systems for using assessments to identify individuals' needs and plan accurately targeted intervention are particularly well developed. However, pupils are not always given enough opportunities to be involved in assessing their own work and that of others.

Provision for music is particularly good and all pupils are learning to play a musical instrument. Pupils' behaviour and relationships with each other and adults are good in class and around school and these make a positive contribution to the quality of their learning. The school has established effective links with local, national and international schools and communities and these are promoting pupils' understanding of other cultures and societies well.

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

- By September 2010; accelerate learning further, particularly in Key Stage 1, by:
  - ensuring that teachers' explanations are well paced so that in all lessons pupils have sufficient time to work independently or collaboratively

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- ensuring that all tasks provide a consistent level of challenge
- providing more opportunities for pupils to be involved in assessing their own work and that of others.

**Outcomes for individuals and groups of pupils****2**

The overwhelming majority of pupils enjoy their lessons, behave considerately and achieve well. In the best lessons pupils show that they can work well independently and collaboratively and respond well to interesting and challenging activities. In the small number of lessons where teaching is less effective there is a lack of pace or challenge and pupils are more passive. Pupils' achievement and their enjoyment of learning are good.

Pupils make good progress to attain high standards in English, mathematics and science by the end of Year 6. Vulnerable pupils, those with other barriers to learning and those with special educational needs and/or disabilities all achieve well due to the careful attention they receive and well-targeted intervention, often delivered by skilful teaching assistants. Pupils are confident that they feel safe and bullying is not an issue. Pupils know well how to recognise dangerous situations including those relating to new technologies. They can explain the benefits of exercise and healthy eating and many take part in the wide range of opportunities for physical activity. Pupils experience good opportunities to engage with their own school community. In one notable example, many Year 6 pupils were working with those in Year 4 to develop their computer skills so they could put work on their own web pages. Pupils are also active in the local community; for example, they perform musical events for local residents. Lessons and assemblies effectively promote pupils' inquisitiveness, curiosity and wonder of the world. Pupils have good social skills and moral understanding in the way they show consideration for others and they have a clear sense of right and wrong. The school has been enterprising in planning opportunities to give pupils experiences beyond their own everyday lives. For example, pupils visit a local school to engage with others from a wide range of cultures, developing their understanding of people from different backgrounds well. Attendance is above average and is contributing positively to pupils' skills for future economic well-being.

*These are the grades for pupils' outcomes*

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<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of the majority of lessons is good or better and underpins why pupils make good progress and achieve high standards. In most lessons good subject knowledge, effective questioning, and a variety of challenging and interesting activities which move with pace all contribute to good-quality learning. However, in some lessons pupils spend too long listening to the teacher, in others some tasks lack challenge. In these lessons progress slows. Teachers have access to very good information which clearly identifies which pupils and groups may be falling behind. This is used effectively to plan measures which will quickly bring about improvement. More could be done to share this with pupils to enable them to understand fully their strengths and areas in which they need to improve.

The curriculum is effective and is enabling good outcomes. Increasingly, learning is organised around interesting topics which pupils say helps them to learn faster. The school is beginning to expand this good practice. A wide range of enrichment and extra-curricular activities are enjoyed by a majority of pupils. For example, pupils have a mini farm where they help to look after chickens and sell their eggs and this contributes positively to their learning and in developing enterprise and teamwork skills.

There are a small number of pupils with challenging behaviour. The school understands every pupil's individual needs and so manages these pupils effectively. Due to good care, guidance and support and effective partnerships with parents, carers and a wide range of external agencies, all groups of pupils are able to make good progress academically and personally.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher, other leaders, managers and governors are dedicated to the academic, personal and social development of pupils. Strong improvement in outcomes since the last inspection is being maintained. Leaders and managers at all levels understand where improvements still need to be made and there are clear lines of accountability to secure them. The significant improvements seen in Reception classes illustrate this well. High expectations and a shared vision for improvement permeate the school.

Policies and procedures ensure equality for all and the elimination of all forms of discrimination and harassment. All groups of pupils achieve equally well. Leaders and governors take great care to ensure that procedures for child protection and safeguarding pupils, including staff training, are effective.

The school community is strongly cohesive and pupils are proud of their school and say that everyone gets on well with each other. The school has formed links with schools and groups locally and internationally and this is contributing positively to pupils' understanding of diversity. Promotion of community cohesion beyond the school community is well developed as is the school's evaluation of its success.

Governors not only understand the strengths and weaknesses of the school but they have been influential in determining its direction, for example by challenging the school about areas of underperformance, bringing about improvements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy their caring relationships with adults. Most children enter Reception with skills above the levels expected for their age. Due to effective teaching and a wide range of interesting activities which really capture children's interests, in well-planned and resourced rooms, they make good progress. Tasks are skilfully designed to develop children's learning and are particularly effective for speaking and listening.

Parents and carers are well informed about their children's progress. The needs of those with special educational needs and/or disabilities are well met ensuring that they progress well. Children gain a good understanding of how to stay safe. Detailed records of assessments of all children illustrate the good knowledge that staff have of each child. In children's journals the development of individuals is recorded and the information is used to plan effectively for the next steps in learning.

The leader encourages all staff to take ownership by familiarising themselves with all aspects of planning and assessment for all stages of learning. Staff have a good understanding of the strengths and areas for development and attend appropriate professional development.

The impact of the consistently good leadership, teaching and provision is evident in strongly improving outcomes.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About half of parents and carers responded to the questionnaire. The overwhelming majority are very positive about all aspects of the school's provision and this matches what was seen during the inspection. A very small minority of parents and carers felt



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that their children were not making enough progress or that the school does not deal effectively with unacceptable behaviour. The inspection team looked carefully at these two aspects and found that most pupils made good progress and observations and records indicated that behaviour is well managed.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horwich Parish CoFE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 198 completed questionnaires by the end of the on-site inspection. In total, there are 384 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	41	109	55	6	3	2	1
The school keeps my child safe	89	45	102	52	5	3	2	1
The school informs me about my child's progress	76	38	114	58	6	3	1	1
My child is making enough progress at this school	76	38	105	53	15	8	2	1
The teaching is good at this school	82	41	111	56	3	2	0	0
The school helps me to support my child's learning	76	38	112	57	7	4	2	1
The school helps my child to have a healthy lifestyle	80	40	109	55	7	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	27	115	58	9	5	1	1
The school meets my child's particular needs	73	37	109	55	14	7	0	0
The school deals effectively with unacceptable behaviour	46	23	129	65	12	6	7	4
The school takes account of my suggestions and concerns	49	25	130	66	12	6	0	0
The school is led and managed effectively	76	38	107	54	10	5	0	0
Overall, I am happy with my child's experience at this school	86	43	99	50	11	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 March 2010

Dear Pupils

Inspection of Horwich Parish C of E Primary School, Bolton, BL6 6AA

I am writing on behalf of the inspectors who visited your school recently. Thank you for the warm welcome to your happy school. We judge that yours is a good school.

You get a really good start in the Reception classes and progress well to reach high standards by the time you leave in Year 6. You told us how much you enjoy school and appreciate that teachers organise a lot of extra activities for you. We were impressed to see how many of you are learning to play a musical instrument. You are growing up to be polite, very confident and very sensible young people. You behave well and everyone gets on well with each other. Almost all of you attend very well and on time. You are kind to one another and everyone in the school provides good care for you. You told us that school is a safe and happy place to be. Your headteacher, other staff and governors do a good job. They are planning even more exciting improvements for you, which will make your school even better.

In a few lessons you spend too long listening to teachers and can get a bit bored; we have asked the school to sort this out. We have also asked all teachers to make sure that you find all of your work challenging and to involve you more in understanding how you can improve.

You can help by continuing to try your best. All the best for the future!

Yours sincerely

John Dunne

Lead inspector

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