

# Ince CofE Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 106476            |
| <b>Local Authority</b>         | Wigan             |
| <b>Inspection number</b>       | 336677            |
| <b>Inspection dates</b>        | 4–5 November 2009 |
| <b>Reporting inspector</b>     | Adrian Francis    |

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>                 | 3–11                                       |
| <b>Gender of pupils</b>                    | Mixed                                      |
| <b>Number of pupils on the school roll</b> | 456  |
| <b>Appropriate authority</b>               | The governing body                         |
| <b>Chair</b>                               | Mrs Ruth Wareing                           |
| <b>Headteacher</b>                         | Miss Jillian Hyde                          |
| <b>Date of previous school inspection</b>  | 1 May 2007                                 |
| <b>School address</b>                      | Charles Street<br>Ince<br>Wigan<br>WN2 2AL |
| <b>Telephone number</b>                    | 01942 245218                               |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including records of pupils' progress and attainment, a sample of pupils' work, the school improvement plan and a range of required school policies. The views of parents were considered by analysing the 85 questionnaires received. The views of pupils were also evaluated by examining their questionnaires.

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

- the quality of teaching and learning and its impact on the outcomes for pupils
- how well the school evaluates the achievement of groups of pupils
- the strengths of provision and overall achievement of children in the Early Years Foundation Stage
- the impact of the school's leadership and management on the outcomes for pupils
- the impact of the school's care, guidance and support on pupils' well-being and progress.

## Information about the school

This is a much larger than average sized primary school. Over one third of pupils are eligible for free school meals and the proportion with special educational needs and/or disabilities is twice the national average. The vast majority of pupils are of White British backgrounds, with few from other ethnic backgrounds. Along with other schools in the area the school has experienced falling pupil numbers over recent years, but this trend has recently been reversed. One Nursery and two Reception classes form the Early Years Foundation Stage provision. The school has gained many awards in recognition of aspects of its work. These are the FA Charter Mark, Activemark Gold for outstanding provision in physical education, the Eco Bronze award for its work in promoting environmental awareness amongst pupils, the Healthy Schools Award and the Nurture School Gold Award. There is a Children's Centre on the school site that is managed by the headteacher. The Children's Centre was not inspected.

**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

Ince Church of England Primary School provides a good education for its pupils and has some outstanding features. The excellent support, care and guidance provided by the school ensure that pupils have an excellent understanding of how to live a healthy life and to contribute to the community in which they live. Work with a wide range of partners makes an excellent contribution to pupils' good achievement and well-being.

Pupils' achievement is good. From well below average starting points pupils leave Year 6 with broadly average attainment. Standards have improved because of determined efforts by the school's leadership. Effective strategies have strengthened the quality of teaching, developed the curriculum and ensured very high quality care, guidance and support for all pupils. As a result, behaviour is good and pupils are keen to learn. They enjoy their time in school and their contribution to the community is excellent. The lower standards and achievement seen at the last inspection have been arrested. This is because the quality of teaching is good and there are highly effective systems in place for monitoring the progress that pupils are making. Pupils with special educational needs and/or disabilities make good progress because of the support they receive. The expectations of those pupils who learn more quickly than others are not always high enough and so work is not always set that fully matches their abilities. These pupils do not have enough opportunities to work independently and this restricts their progress. Good systems are in place to accurately check the effectiveness of the school's work. Standards in writing are lower than in reading or mathematics and this reflects the recent major initiatives to raise standards in mathematics and reading that have been successful. The school has now identified the need to tackle the lower standards in writing and is taking positive steps to do so.

Led by the headteacher, the senior team's drive and clear vision, along with a strong professional partnership with all staff, have been successful in moving the school forward and in providing a very caring and supportive ethos for all pupils. The school's self-evaluation is robust and has led to an accurate analysis of its performance. Governors are effective in providing a good balance of support and challenge. The school has good capacity to improve as is evident in the improvements that have been made since the last inspection. The school has sustained, and in some areas improved, its good provision and outcomes for pupils.

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

- Raise achievement and standards of more able pupils by:
  - ensuring they are always suitably challenged by raising expectations of what

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they can achieve

- providing them with more independent work
- by ensuring their tasks are fully matched to their abilities.
- Strengthen pupils' confidence and ability in writing by:
  - ensuring that all teachers have sufficient knowledge and understanding of effective strategies to use
  - providing pupils with regular opportunities for sustained, independent writing.

## Outcomes for individuals and groups of pupils

**2**

Pupils are keen to discuss their learning and progress and take pride in their work. Pupils' good behaviour contributes to harmonious relationships throughout the school, particularly during lessons. These positive relationships enable pupils to work effectively and respond well to class teachers' guidance. The pace of learning is generally brisk, enabling pupils to make good progress. Although standards and progress in writing are lower than in reading and in mathematics, assessment information, pupils' work and lessons seen by inspectors demonstrate that overall progress is good in all subjects. Pupils in Year 6 attain broadly average standards. This represents good achievement overall.

Pupils are extremely positive about their school. They feel safe and this is confirmed by parents. Pupils are confident that if they have a problem or need to raise a concern there is an adult who will listen and that effective action will be taken. Pupils appreciate the need for a healthy lifestyle and are very keen to participate in physical activity during school time and after school. Pupils' contribution to the school and to the wider community is outstanding. One example is the very effective school council. A newspaper produced by the school council is circulated to the governors, parents, pupils and to the Children's Centre. It covers many different subjects and has resulted in positive action, for example, when members of the school council wrote to parents about an issue that was of concern to them.

Attendance is low compared to the national average. Although most pupils are keen to come to school and attend regularly, there are a few who have not yet responded to the school's strong encouragement for them to attend regularly. The school has a great many effective strategies in place to tackle this, including working with the local authority and other agencies to reduce any unnecessary absence from school. Pupils' spiritual, moral, social and cultural awareness is good. They know the distinction between right and wrong and work cooperatively in lessons and beyond. Pupils are respectful to others and are keen to support charitable causes. Cultural diversity is effectively promoted through existing links with schools in Ambleside, Kenya and Zimbabwe and through newly established links with a school in Bolton. Pupils apply their basic skills satisfactorily in a variety of contexts and this equips them well for their future life, but more need to understand the importance of regular attendance.

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*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| 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>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

The quality of teaching is good with some outstanding features. Teachers' subject knowledge is generally good, but the use of a range of strategies to encourage pupils to become confident and skilful writers are less evident. Resources to stimulate learning are used well, including computers. In the best lessons, teachers encourage pupils to act as a resource for each other, for example, through discussion in pairs to help to develop each other's thinking. Teachers provide pupils with clear feedback so that they are motivated to work effectively. This is particularly the case in the older classes where teachers' marking is highly effective at showing pupils the next steps in their learning. In some lessons, too much emphasis is put on whole-class teaching with opportunities being missed to ensure that all pupils are fully involved in activities and this affects their rate of learning. This is especially true for the more able pupils, where work is sometimes not well matched to their abilities. Teaching quality is monitored well throughout the school, with a good understanding of its strengths and weaknesses. The use of assessment is good overall. The school holds considerable good quality information about pupils' learning, their personal development and the standards they

<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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attain and uses this information effectively. Recent developments have led to a much sharper focus throughout the school on what pupils need to do in order to attain the next level in their learning. This information is beginning to be shared with the pupils. The curriculum enables pupils to achieve well and provides effectively for pupils with special educational needs and/or disabilities. As a result of an emphasis by the school to develop the curriculum, effective links between subjects are now in place which are relevant to pupils' interests and enthusing them in their learning. The range of enrichment activities, within the curriculum and beyond, is good. For example, pupils refer to their excitement in the number of clubs that are on offer and their involvement in the 'Bonfire Breakfast' at which older pupils hosted a morning in school for parents and other members of the local community. They say that this reflects the many opportunities they have to learn as a result of the interesting activities they are asked to do. The timetable provides an appropriate balance between subjects, placing sufficient emphasis on literacy and numeracy. Information and communication technology is used well to support pupils' learning across the curriculum.

Parents, carers and pupils appreciate the excellent quality of the care, guidance and support provided by the school. Close monitoring of pupils' personal development and well-being ensures that all pupils are supported to a very high standard. The 'Seasons Room' makes a very good contribution to the school's care and guidance. Pupils with social and/or emotional needs are provided with suitable support to enable them to access the curriculum and to continue their learning in school. Relationships throughout school are respectful and very positive. Links with services to support vulnerable pupils are excellent. Transition arrangements between all key stages are effective and pupils are provided with high quality guidance and support to prepare them for the next stages in their education.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>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>1</b> |

## How effective are leadership and management?

Led by the headteacher, the senior team has raised the aspirations of staff and has worked very effectively with them to improve their performance. For instance, by redefining exactly what pupils need to do to improve at each level of attainment, the school now has greater capacity to identify and tackle pupils' underperformance. All staff are held to account for their performance and receive appropriate training and professional development. Staff and pupils all work together and share a common vision

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to continue to improve. Effective and robust tracking and target setting systems have been refined to enable the school to accurately evaluate the quality of provision over time and demonstrate more clearly the progress made by individuals and groups of pupils. The school knows its strengths and weaknesses well.

Systems for safeguarding and risk assessment are robust, meet requirements and are regularly updated. Effective liaisons within the school and with support agencies ensure pupils are safe and feel secure. The governing body asks challenging questions about the school's performance and supports it well. Parents' views have been sought and governors are committed to ensuring continuing improvements in standards.

A strength of the school is its partnership work: involvement with other schools, with parents, with other agencies and with universities ensures that there are many opportunities to promote the pupils' learning and well-being. The school's promotion of community cohesion is particularly strong. A good example of its commitment was the organisation of a visit for fathers to a local place of interest so that they could provide support for their children's learning. The use of the Children's Centre by a dance club, a church group and local Brownies demonstrate the ways in which the school is reaching out to its community. Outcomes for pupils are good and resources are used effectively, with the result that value for money is good.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 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>1</b> |
| <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>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities that are well below those expected for their age in all areas. As a result of good teaching, children

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make good progress, especially in their personal and social development, although their skills in all areas remain below age related expectations. The school works hard to build links with parents and carers, starting in the Children's Centre and to encourage regular attendance. Children receive the individual attention they need from the start. Any additional needs are quickly identified and the necessary specialist help is provided. All children are able to access a wide range of experiences that develop their skills and abilities well. They quickly become secure and happy and their confidence, motivation and skills all grow as a result. Children's abilities to work both in groups and independently generally develop well, and by the end of Reception many have gained improved concentration and perseverance.

The curriculum meets children's needs well. There is a good range of well planned activities and an appropriate balance of teacher led and child initiated activities. There is an emphasis on developing social skills. Behaviour is good and children learn to share and take turns. Their speaking skills are also given priority and staff take every opportunity to stimulate children's imagination and to enhance their vocabulary. Children's welfare is given a high priority and staff ensure that their physical, social and emotional needs are well met. Leadership and management are good. Children's progress is assessed thoroughly and recorded in detail.

*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**

The table below shows that of the parents who responded to the questionnaire the overwhelming majority have a very positive view of the school. Although almost all were virtually unanimous in their support for the school and the quality of the care and education it provides, a few expressed some concern about the support provided for their children, including those with special educational needs and/or disabilities. Inspectors found the quality of provision for all pupils and those with special educational needs and/or disabilities to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Ince C of E 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 54             | 64 | 28    | 33 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 59             | 69 | 26    | 31 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 42             | 49 | 40    | 47 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 44             | 52 | 38    | 45 | 3        | 4 | 0                 | 0 |
| The teaching is good at this school   | 53             | 62 | 31    | 36 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 42             | 49 | 41    | 48 | 2        | 2 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 43             | 51 | 41    | 48 | 1        | 1 | 0                 | 0 |
| 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) | 37             | 44 | 43    | 51 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 45             | 53 | 37    | 44 | 3        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 41             | 48 | 40    | 47 | 4        | 5 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 34             | 40 | 48    | 56 | 1        | 1 | 0                 | 0 |
| The school is led and managed effectively   | 40             | 47 | 42    | 49 | 1        | 1 | 1                 | 1 |
| Overall, I am happy with my child's experience at this school   | 49             | 58 | 34    | 40 | 2        | 2 | 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | 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.**



6 November 2009

Dear Pupils

Inspection of Ince C of E Primary School, Wigan. WN2 2AL

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

You go to a good school with some parts that are outstanding. We were really pleased with your good behaviour, the lovely welcome that you gave us and the way you get on so well with each other and with adults. Congratulations! Many of you told us how much you enjoy school and the learning that takes place. You say you feel very safe and that the school looks after you well. You work hard in lessons and the work and progress of most of you is improving as a result. The children in the Early Years Foundation Stage make good progress. Your school council works hard to make your school an even better place for you to learn and have fun and you work very well together in teams. You like to take part in the very wide range of activities and clubs that your school provides and you are proud of your school's achievements, such as the Activemark Gold and the Eco Bronze awards. The staff and governors want you to do as well as you can and they are working very hard to make your school even better.

So what does the school need to do to get even better? I have asked your headteacher and teachers to build on the school's existing strengths and improve your standards in writing further. I have also asked the school to make sure that those of you who find learning easier than others are given more opportunities to work at a faster pace and that you have more difficult work to do in order to make sure that you learn more.

You can all do your part in helping to do these things by attending school every day and arriving on time.

Congratulations!

Every good wish for the future.

Mr Adrian Francis

Lead inspector

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