

Westleigh St Paul's CofE Primary School

Inspection report

Unique Reference Number	106481
Local authority	Wigan
Inspection number	377407
Inspection dates	19–20 June 2012
Lead inspector	Vanessa MacDonald

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Peter Taylor
Headteacher	Jill Hankinson
Date of previous school inspection	29 January 2009
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Introduction

Inspection team

Vanessa MacDonald
Maureen Hints

Additional inspector
Additional inspector

This inspection was carried out with two days' notice by two additional inspectors. They observed 15 lessons or part lessons taught by 10 different teachers. The inspectors listened to pupils from two different year groups reading, and talked with them and other groups of pupils about their lessons and school life. In addition, inspectors held meetings with the headteacher, senior and middle leaders, and a representative of the governing body. The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding. They analysed 53 questionnaires received from parents and carers and others completed by staff and pupils.

Information about the school

Westleigh St Paul's is smaller than the average-sized primary school. The majority of pupils are of White British heritage and there is a small number who speak English as an additional language. The percentage known to be eligible for free school meals is well above the national average. The proportion of disabled pupils and those with special educational needs, including those with statements of special educational needs, is below average, though those at the school action stage are above average. The level of deprivation is higher than the national average, as is the number of pupils who join or leave the school at other than normal times. The school exceeds the current floor standards, which set the minimum expectations for attainment and progress.

The school provides a breakfast club before school for pupils. The school has Healthy Schools status, Silver Eco award, Investor in People award, Excellence in Work Related Learning award, and Wigan Quality Standard for Early Years provision.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. A strong emphasis on promoting personal development results in outstanding behaviour and safety. The school is not yet outstanding because not enough teaching is outstanding and there are inconsistencies in the quality of marking.
- Achievement is good. Children start school with skills and knowledge below the levels expected for their age. They achieve well in the Early Years Foundation Stage and start to catch up with the levels expected of children of a similar age. Attainment at Key Stage 1 has improved and is now average overall. Pupils make good progress from their starting points, particularly in reading. Pupils leave Year 6 with above-average attainment in English and mathematics. Disabled pupils and those with special educational needs make good progress because of high-quality interventions to support their learning.
- Teaching is good and there are examples of outstanding practice. Pupils show very positive attitudes to learning. Teachers and support staff are extremely attentive to pupils' personal and academic needs. That enables all groups of pupils to make at least good progress. The quality of teachers' marking is, however, variable and pupils are not always given enough time to follow up the comments that teachers make when they mark their work.
- Behaviour around the school and in lessons is outstanding. Pupils show high levels of respect and care towards each other and to all adults. The promotion of pupils' spiritual, moral, social, and cultural development makes an outstanding contribution to the positive atmosphere in school. Attendance is improving and is now above average.
- Senior leaders and the governing body have an accurate view of the school's strengths and weaknesses. High-quality professional development and thorough performance management of staff contribute to improvements in the quality of teaching.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that written feedback consistently informs pupils about how well they are doing and how they can improve
 - giving pupils opportunities to respond to teachers' marking
 - providing more opportunities for pupils to reflect on their work through self- and peer-assessment.

Main Report

Achievement of pupils

In lessons, pupils are keen to give of their best. They work very effectively in pairs and groups and they contribute their ideas willingly and listen respectfully. Pupils enjoy finding things out for themselves. Children join the Reception class with skills levels that are below age-related expectations, especially in language and communication. They make good progress in the nurturing environment and develop a pleasure in and an enthusiasm for learning. For instance, some children were encouraged to use their phonic skills (letters and sounds) to write successfully and independently a sentence about dinosaurs from information they had learnt.

Pupils continue to make good progress as they move up through the school in both English and mathematics. By the end of Key Stage 2, attainment is above average. Current attainment in Key Stage 1 is now broadly average, showing an improvement, particularly in writing. That is the result of a focused and effective programme of teaching of phonics, which promotes both reading and writing skills very effectively. Pupils' reading skills at the end of Key Stage 1 are broadly average, showing an improvement on previous years. By the end of Key Stage 2, pupils' reading skills are above average.

Disabled pupils and those who have special educational needs make good and, occasionally, exceptional progress because of the effective and high-quality support they receive. Pupils who are known to be eligible for free school meals, those who join the school at times other than normal and the small proportion of pupils who speak English as an additional language also benefit from the high-quality support; they make good progress and achieve well. Questionnaires show that parents and carers are highly positive about the progress their children are making. Inspection evidences endorses their view.

Quality of teaching

Overwhelmingly, parents and carers feel that their children are taught well. Pupils, also, say that the teaching they receive is good. They are highly motivated in their learning, describe lessons as 'fun' and say that teachers and other adults help them to do as well as they can. Inspection findings support that view.

Overall, teaching is good and there is outstanding teaching throughout school. As a result of good teaching and provision in the Early Years Foundation Stage, children make good progress. There is a good balance of adult-led activities and others chosen by the children. A dinosaur topic engaged both boys and girls equally enthusiastically, especially when 'hunting' for dinosaurs in a number-related activity.

The way in which children are taught to read in the Reception class and throughout Key Stage 1 is having a very positive impact; the children are acquiring a good knowledge of letters and sounds as a result of good and outstanding teaching. In a Key Stage 1 lesson on letters and sounds, for example, pupils were actively engaged in a fast-paced lesson, which accelerated their progress. It consolidated previous learning, introduced new learning and seamlessly embedded both.

Teachers use questioning astutely to encourage pupils to give extended answers. Pupils are consistently enthused in lessons because the pace of teaching and the variety of activities are good. There are frequent opportunities for pupils to work either independently or collaboratively. Teachers and teaching assistants are extremely committed to the pupils' well-being and to promoting success in learning for all pupils, including disabled pupils and those with special educational needs. The accelerated learning made by a small group of pupils in a mathematics session, for example, ensured that their understanding of place value was developed skilfully and consolidated.

In the best lessons, assessment and review of learning is a central part of the learning process. However, while verbal feedback is good, the use of written feedback varies in quality and in how much it informs pupils what they have to do to improve. There are too few opportunities for pupils to consider the feedback from their teachers and to respond to it. There are also inconsistencies in the opportunities for pupils to be involved in self- and peer-assessment.

Teaching and the curriculum make a highly effective contribution to pupils' outstanding social, moral, spiritual, and cultural development. Pupils spoke enthusiastically of the residential visit to the Lake District and the outdoor and team-building activities undertaken, especially the unexpected opportunity to build snowmen. Teachers are excellent role models for pupils' attitudes to learning.

Behaviour and safety of pupils

Behaviour and safety are outstanding. Pupils are mature, confident, and extremely proud of belonging to this school. That is reflected now in their above-average rates of attendance. The behaviour code is well understood, respected and followed. It and the recent introduction of sessions to develop self-esteem make a considerable contribution to the pupils' outstanding behaviour. The pupils have extremely positive attitudes to learning and cooperate willingly. Pupils are extremely aware of safety issues, including when using the internet, and their awareness is enhanced with visitors to school, such as the local police officers. They have an excellent understanding of different forms of bullying.

Staff, at all levels, are committed and skilled in promoting high expectations of behaviour. Pupils live up to the expectations and display mature attitudes and self-

discipline. The highly positive relationships between pupils and staff are a strength of the school. Pupils' behaviour around the school, in the corridors, dining hall, and in assemblies is outstanding. Older pupils take their responsibilities seriously, particularly at playtimes. The daily breakfast club reflects the good relationships in the school.

Parents and carers have exceptionally positive views about the standard of behaviour at the school and the overwhelming majority agrees that bullying is dealt with effectively. The pupils' views and the school's records show that the few incidents that occur are managed well. Pupils, overwhelmingly, say they feel extremely safe in school and parents and carers agree.

Leadership and management

Leadership and management are good. The headteacher has a clear and focused commitment to ensuring that all pupils achieve their very best. Supported well by the deputy headteacher, she provides strong leadership and direction for the school. Staff morale is good and strong teamwork secures the school's highly supportive and caring ethos.

The effective monitoring and management of performance result in accurate self-evaluation and improvement, shown by the rise in achievement throughout the school, particularly in reading. That demonstrates the school's clear vision and relentless drive and capacity to improve. High-quality and well-targeted professional development is ensuring that the quality of teaching is continuing to improve.

The curriculum provides a broad range of opportunities for pupils to enjoy learning and achieve well. The pupils' spiritual, moral, social, and cultural development is promoted very well through enjoyable first-hand experiences that broaden their horizons and support learning and their personal development in school. There is a good range of extra-curricular clubs, residential visits and visitors. The school is focused on ensuring equality, making sure that opportunities are open to all, regardless of disability, special educational needs, or financial circumstances. Discrimination is not tolerated in any form and this contributes significantly to the harmonious community.

Strong partnerships bring many benefits. Links with the high school and shared projects through the local consortia of schools ensure a clear focus on improving teaching and outcomes. Opportunities to share good practice and joint moderation of work are examples of this. Links with other agencies are highly effective in supporting pupils and their families, particularly disabled pupils and those with special educational needs. The breakfast club provides a good start to the day, offering fun and interesting activities. Transition and induction arrangements are well embedded, particularly for the significant number of pupils who start at the school at times other than the usual transfer time.

The governing body has a good range of expertise that enables it to give school leaders good challenge, as well as support. It is knowledgeable, well-informed and involved in monitoring the work of the school. Safeguarding arrangements meet all requirements.

The vast majority of parents and carers say and the inspection agrees that they are well informed about the work of the school. The school offers a range of opportunities for parents and carers to be involved in their children's learning. The regular 'drop-in' sessions for parents and carers of pre-school children is one highly positive example.

Glossary

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.
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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 June 2012

Dear Pupils

Inspection of Westleigh St Paul's CofE Primary School, Leigh, WN7 5JN

Thank you very much for the warm welcome you gave us during the recent inspection of your school. It was a pleasure to talk to you, as you are so polite and well mannered. You behave very well and are very respectful towards each other and the adults working with you. You are clearly very proud of your school and feel safe and happy. Inspectors agree with your opinions of the school.

Westleigh St Paul's is a good school. Your behaviour is outstanding and your spiritual, moral, social, and cultural development is promoted extremely well within the curriculum you study. Attendance has improved and is now above average. Well done and keep it up! Teaching is good overall and some of it is outstanding. You make good progress from the time when you start school and achieve well by the time you leave and standards are rising.

Your school leaders manage the school and your learning well and are determined to make it even better. To do this, we have asked them to ensure that:

- teachers' marking always tells you how well you are doing and how you can improve your work
- you are given time to respond to teachers' marking
- you have more opportunities to be involved in assessing your own and each other's work.

You can help by continuing to work hard and keeping up the improved attendance. Please accept our best wishes for the future.

Yours sincerely

Vanessa MacDonald
Lead inspector (on behalf of the inspection team)

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