

Orrell Holgate Primary School

Inspection report

Unique Reference Number	106409
Local authority	Wigan
Inspection number	377397
Inspection dates	2–3 November 2011
Reporting inspector	Joanne Olsson HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Robert Pell
Headteacher	Michael Wilson
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eleven lessons led by six teachers were observed. Inspectors also made several visits to the Early Years Foundation Stage and observed children at play and work. Meetings were held with groups of pupils, senior leaders and managers, the Chair of the Governing Body, and the external School Self-Evaluation Partner. Inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress and pupils' books. They considered the responses to questionnaires from staff, pupils, and 65 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether attainment has recovered from the 2011 dip and whether all pupils, but particularly, pupils with special educational needs and/or disabilities, more-able pupils and those in Key Stage 1, are making consistently good progress from their starting points in order to close achievement gaps.
- How effectively the school has secured improvements in pupils' achievement in English, particularly in writing.
- How effectively the school has secured improvements in the quality of teaching to enable all groups of pupils to make at least good and often exceptional progress from their starting points.
- The impact of all leaders and managers, including members of the governing body, in driving improvements to teaching and pupils' achievement.

Information about the school

This is a slightly smaller than the average-sized primary school. The vast majority of pupils are from White British heritage. The number of pupils from minority ethnic groups is low. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils known to be eligible for free school meals is also below average. The number of pupils with special educational needs and/or disabilities and the proportion of pupils with a statement of special educational needs are below the national picture. The school has received a number of awards, including: Active School Award; Leading Aspect Award and National Healthy School status. The school has also been designated a National College Leadership Development School.

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 success of this good school lies in warm relationships and a shared drive to develop well-rounded individuals who are prepared for the next stage of their education. Parents and carers unanimously agree that they are happy with their children's school experience. Pupils say they enjoy school and this is reflected in their consistently high attendance. Their respectful and considerate behaviour makes a significant contribution to their learning. Pupils speak positively about the adults who care for them and the teachers who make their learning fun. Their good attitudes to learning and their positive relationships with each other mean they fully live up to the school motto and 'Together Everyone Achieves More'.

Children enter Reception with skills and knowledge that are broadly typical for their age. They make good progress across the school and leave Year 6 with attainment levels that are typically above the national average. Although Year 6 attainment levels fell in 2011 to match the national average, inspection evidence confirms the school has made a swift recovery and is on track to match previous good performance. Pupils' achievement by the end of Key Stage 1 remains broadly average. However, recent improvements in planning and more targeted teaching mean pupils are making better progress from their starting points. Pupils' progress is inconsistent across lower Key Stage 2 because some gaps in pupils' skills are not always tackled well enough. Pupils' achievement in English has improved considerably since the previous inspection. This is because they have greater opportunities to write at length and to practise their writing skills across a range of subjects. More-able pupils achieve as well as their peers. Pupils with special educational needs and/or disabilities make consistently good progress because of the effective support they receive. As a result, gaps in achievement, particularly in English, are being successfully narrowed.

All teaching is characterised by warm and trusting relationships. Teachers use assessment information well to plan imaginative and relevant lessons which meet pupils' needs and interests. Teachers' marking of pupils' work is thorough and celebrates achievement. In some classes, pupils receive detailed guidance on how to improve their work further. However, this practice is not consistent across year groups or in all subject areas.

Leaders and managers have driven forward improvements since the previous inspection, while maintaining a strong focus on pupils' personal development and

well-being. As a result, pupils' achievement in mathematics remains strong and their attainment and progress in English, particularly writing, have improved. The systems to check on the work of the school and the progress pupils make are firmly established. However, the findings from these monitoring activities are not always used with enough rigour to identify whole-school gaps in achievement or to address some remaining inconsistencies in teaching. Nonetheless, the school's successful track record plus a common sense of purpose among the school community and accurate self-evaluation mean the capacity for sustained improvement is good.

What does the school need to do to improve further?

- Raise pupils' achievement by:
 - accelerating pupils' progress in lower Key Stage 2 by addressing any gaps in pupils' skills
 - ensuring all pupils receive greater information on how to improve their work in a range of subjects
 - sharing good practice within the school to secure greater consistency in teaching across all year groups.

- Increase the effectiveness of the monitoring systems by:
 - using the findings from all of the activities to address remaining inconsistencies in teaching
 - evaluating the information on pupils' progress to identify any whole-school gaps in achievement or school provision and to set precise priorities for improvement.

Outcomes for individuals and groups of pupils

2

Pupils are keen to participate in lessons and willing to work hard. In a Year 5 English lesson, pupils responded very positively to a video clip. They were able to use the information to offer thoughtful and often moving responses to identify how the character was feeling. In a Year 2 English lesson, pupils worked well together to produce complex sentences about a character from a book. They were willing to share their ideas and to listen to each other. They worked at a good pace and enthusiastically reviewed their work to improve it further. Pupils were quick to celebrate the success of each other without any prompting from adults. Activities such as these unleash pupils' imagination and creativity. They enable pupils to become confident and independent learners who are able to think deeply, cooperate with each other and tackle new challenges.

Pupils' academic achievement is good. Pupils' achievement in English, particularly writing, is stronger than at the previous inspection because pupils have ample opportunity to write across a range of subjects. Pupils make good progress in mathematics because their skills are systematically built on as they move throughout the school. Nevertheless, some pupils make slower progress in lower Key Stage 2. This is because they do not have sufficient opportunity to focus on gaps in their grammar, spelling, punctuation and handwriting skills. Although the attainment of pupils known to be eligible for free school meals is lower than the national average,

this group is making better progress than their peers. Consequently, achievement gaps are being closed.

Pupils say they feel safe and they are confident any issues they raise are dealt with effectively. As one pupil commented, 'Adults deal with things very quickly'. Pupils have a sound understanding of how to keep themselves safe, although some are less confident in the strategies they would use to keep themselves safe when using personal computers at home. Pupils know smoking, lack of exercise and an unbalanced diet can lead to health problems and they talk knowledgeably about the choices they need to make to keep themselves healthy. Pupils are keen to contribute to the success of their school by taking on responsibilities such as class councillors, eco-councillors and 'Holgate Helpers'. They make a contribution to the community through a range of fundraising activities. Pupils' very well-developed personal qualities, in addition to secure basic skills and high levels of attendance, mean they are well prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Positive relationships mean pupils are willing to offer their ideas without any fear of giving the wrong answer. Good subject knowledge means teachers provide clear explanations and deliver activities which effectively build on prior learning. Teachers ensure pupils know the criteria to measure their success against. In the most effective lessons, teachers have very high expectations and plan activities which challenge all groups of pupils. Teachers carefully structure lessons so pupils have the opportunity to practise and reflect on new skills before working independently. Teaching is less effective when assessment information is not used with enough precision to address gaps in pupils' skills.

The varied curriculum is effective at meeting the needs and interests of most pupils because there is a good balance between academic and creative areas of learning. Classrooms and corridors reflect a range of high-quality art work and pupils' books

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

show ample opportunity for pupils to develop skills and knowledge across a range of subjects. The effective teaching of French is one example of how the school is developing pupils' awareness of different cultures beyond their locality. A whole-school focus on developing basic skills across the curriculum means pupils have purposeful opportunities to practise their writing and mathematical skills in a range of contexts. Pupils' personal and academic development is enriched by a range of visits and visitors.

'All the staff are kind', is a typical comment from the very large majority of pupils who agree that adults in the school care about them. Secure systems and effective partnerships mean individuals and groups of pupils receive the support they need to make progress in their learning and personal development. Consequently, pupils with specific learning or behavioural needs make similar progress to other groups. Good induction procedures and transition arrangements are in place so pupils quickly settle into the next phase of their education. The systems for monitoring and promoting good attendance have led to a reduction in the number of pupils who attend school less often.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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	2

How effective are leadership and management?

Strong leadership and a clear vision for the future mean staff and members of the governing body are united in their drive to secure further improvement. Regular observations of teaching and expert advice and support from subject leaders mean whole-school and individual priorities for development are well founded. Senior leaders and managers use assessment information well to monitor the progress made by all pupils. In partnership with class teachers, they are swift to identify and support pupils at risk of underperforming. However, the findings from these activities are not used with enough rigour to identify whole-school gaps in achievement or to set precise priorities for improvement. Nonetheless, senior leaders and managers know the strengths and weaknesses in teaching. They are beginning to use and share the strong teaching practice in the school to address any remaining inconsistencies between classes. Members of the governing body make an effective contribution to school life. They have a good understanding of the school's strengths and weaknesses because they are involved in first-hand monitoring activities and receive good-quality information about pupils' achievement.

Positive relationships with parents and carers are fostered through regular newsletters and electronic communication. In response to requests from some parents and carers, the school has recently shared information about pupils' current academic achievement. The school recognises sharing this information on an annual basis is not sufficiently regular enough. Safeguarding arrangements are good due to well-founded policies and procedures. Pupils are appropriately supervised but the

headteacher acknowledges some older pupils may need to be reminded not to bring unhealthy snacks into school. Partnerships are used effectively to support pupils' learning and well-being. Dance workshops, music tuition and links with artists mean the school provides well for pupils' creative development. Community cohesion is effectively promoted because the school has an accurate understanding of its own context and has established strong links with local schools and the community. Planned links with international schools are in place to widen pupils' understanding of cultural diversity. The school itself is a cohesive community because all forms of discrimination are appropriately tackled. The narrowing of achievement gaps between different groups of pupils means the school's provision for equality of opportunity is strong.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children join the Early Years Foundation Stage what they know and what they can do is in line with expectations for their age, apart from their communication, language and literacy skills, which are typically lower than expected. Most children make good progress from this starting point and a growing number enter Year 1 with skills and knowledge that are above average. Children are happy, settled and enjoy their learning. They are independent learners who organise themselves well and effectively manage their own behaviour. Children show good levels of concentration and are willing to remain at all tasks until they are complete. This was evident as a small group sustained their interest in making models until they were content with the finished product. They are willing to cooperate and share their ideas and resources, for example, a small groups of boys worked together very well to build a structure from wooden blocks. They carefully listened to each other and took turns to place each wooden piece. These strong social skills plus their thoughtful behaviour make a significant contribution to their learning.

Day-to-day assessment is used well to plan activities which meet children's needs and interests. The purposeful learning environment enables different groups to make good progress across all areas of learning. While some resources are old and tired, adults make best use of them to maximise learning opportunities. The teaching of early writing has improved since the previous inspection because adults provide

greater opportunities for children to record their ideas during independent tasks. Adults support learning well. Their intervention is timely and they systematically model language to support children’s communication skills.

The Early Years Foundation Stage is well led and managed because adults are clear about their roles and responsibilities and work collaboratively to support children’s learning. Systems to check on the quality of teaching have accurately led to a strong focus on early writing and a good level of consistency during adult-led tasks. Assessment is rigorous. As a result, adults know children well as individuals and plan effectively for their needs. Positive relationships with parents and carers are developed through effective induction arrangements. Regular guidance such as ‘Learning at Home’ and ‘Inspire Afternoon’ help parents and carers to support children’s learning at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

The return rate for questionnaires from parents and carers was slightly lower than is usual in primary schools. Most of the parents and carers who returned the questionnaires were positive about all aspects of the school. Almost all considered that their children enjoy school and are kept safe. The overwhelming majority agreed the school helped them to support their child’s learning and helped children to have a healthy lifestyle. A few were not so content with the manner in which unacceptable behaviour is dealt with or how the school met their child’s particular needs. A minority disagreed that their child was making enough progress. Inspectors looked at these concerns carefully and the findings are included within this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orrell Holgate 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	77	14	22	1	2	0	0
The school keeps my child safe	46	71	18	28	1	2	0	0
The school informs me about my child's progress	31	48	32	49	2	3	0	0
My child is making enough progress at this school	35	54	24	37	5	8	0	0
The teaching is good at this school	45	69	18	28	1	2	0	0
The school helps me to support my child's learning	36	55	25	38	3	5	0	0
The school helps my child to have a healthy lifestyle	37	57	27	42	1	2	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	57	23	35	0	0	0	0
The school meets my child's particular needs	40	62	21	32	3	5	0	0
The school deals effectively with unacceptable behaviour	32	49	27	42	4	6	0	0
The school takes account of my suggestions and concerns	31	48	30	46	1	2	0	0
The school is led and managed effectively	36	55	27	42	1	2	0	0
Overall, I am happy with my child's experience at this school	42	65	22	34	0	0	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 November 2011

Dear Pupils

Inspection of Orrell Holgate Primary School, Wigan, WN5 8SJ

Thank you for the warm welcome you gave the inspection team when we recently came to inspect your school. It was a real pleasure to meet you, to look at your work and to listen to your views about your school. We consider Orrell Holgate to be a good school. These are the main things we found out about your school.

- You make good progress over time and your attainment is above average. This means you are well prepared to move to your next class or to secondary school.
- You enjoy school; feel safe and trust the adults who care for you. You attend school regularly.
- You enjoy your learning; you cooperate with each other; you are willing to work hard and you behave well in lessons and around the school.
- Teachers are good at making your learning interesting and fun. They help you to know what you are learning and if you have been successful.

In order to make your school even better, we have asked the governing body to work with the headteacher and staff to focus on a few key areas. We have asked them to make sure all pupils in Years 3 and 4 make the best possible progress by focusing on any gaps in their skills. We have also asked them to use all of the information they have about your teaching and learning to carefully plan how the school can further improve.

We are sure that with such positive personal qualities you will help your teachers and headteacher to further improve the school. Please accept our best wishes for the future.

Yours sincerely

Joanne Olsson
Her Majesty's Inspector

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