

Goldthorn Park Primary School

Inspection report

Unique reference number	104331
Local authority	Wolverhampton
Inspection number	377066
Inspection dates	27–28 March 2012
Lead inspector	Mary Davis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Nigel Whyte
Headteacher	Julia Roseblade
Date of previous school inspection	18 May 2009
School address	Ward Road Wolverhampton WV4 5ET
Telephone number	01902 558730
Fax number	01902 558731
Email address	office@goldthornpark-pri.lppplus.net

Age group	3–11
Inspection date(s)	27–28 March 2012
Inspection number	377066



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Mary Davis

Additional inspector

Roisin Chambers

Additional inspector

Richard Kentish

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 19 lessons and all 16 teachers and spent 13 hours in classrooms. They held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at: policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; pupils' work; and 140 questionnaires from parents and carers, together with those from pupils and staff.

Information about the school

Goldthorn Park is above average in size for a primary school. The proportion of pupils from minority ethnic backgrounds is above average, the largest group being of Indian heritage. The proportion of pupils who speak English as an additional language is also high. The proportion of disabled pupils and those who have special educational needs is average. An increasing proportion of pupils are known to be eligible for free school meals, although the proportion is currently average. The headteacher took up post in January 2011.

The school meets the government's current floor standard, which set the minimum expectations for pupils' attainment and progress. It has the International School gold award and the Basic Skills Quality mark.

The school runs a breakfast club and after-school child care.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Goldthorn Park is a satisfactory school. Much of its work is showing improvement and the effectiveness of the Early Years Foundation Stage is now good. Overall effectiveness is not yet good because teaching is not consistently good enough to raise achievement further.
- Achievement is satisfactory. Attainment is average but beginning to rise and learning and progress are accelerating, although not yet consistently across the school. Pupils enjoy their learning and are keen to do their best.
- Teaching is satisfactory, but an increasing proportion of good and outstanding practice in all key stages is resulting in a faster pace of learning. Teachers are making increasingly good use of assessment information to plan lessons, although in some classes planning is not sufficiently finely tuned to meet the needs of all groups of pupils, particularly those of highest ability. Opportunities are sometimes missed to fully involve pupils in their learning and to promote their independence. Pupils know their targets, but the marking of pupils' work does not always provide clear enough advice on how to reach them.
- Behaviour is good, and in some lessons it is exemplary. Pupils say they feel safe and well looked after by adults. They have a good understanding of how to keep themselves safe, including when using the internet. Attendance rates have improved dramatically and are now above average.
- The new leaders have prioritised appropriate areas for development, and have ensured that safeguarding procedures are effective. The leadership of teaching and management of performance are satisfactory. The headteacher has established robust strategies for improving teaching quality and raising achievement. Teachers are closely held to account for the progress their children make and, as a result, the quality of teaching is improving and achievement is beginning to rise.

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

- Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress by ensuring that:
 - teaching is consistently good or outstanding by December 2012
 - planned activities are closely matched to the needs of all groups of pupils, and particularly the most able pupils
 - teachers promote pupils' independence and involve them fully in their learning.
 - the marking of pupils' work is closely linked to their targets so that they have a better understanding of how to reach them.

Main report

Achievement of pupils

Almost all parents and carers rightly expressed the view that their children enjoy their learning. They also expressed positive views about their child's progress, but inspectors found too much variability between classes, particularly in Key Stage 2, and judged achievement to be satisfactory overall.

Children enter the Nursery with levels of skill and understanding that are well below those expected at their age. They make rapid progress during the Early Years Foundation Stage, particularly during the Reception year and establish good learning and listening skills. Progress is now accelerating during Key Stage 1, particularly in reading. This is the result of a newly established, systematic literacy scheme that pupils say is fun and exciting, and enables them to check their work together and support each other. Attainment by the end of Year 6 has been average over recent years but is now beginning to rise, particularly in English, with an increasing proportion of the current Year 6 pupils on target to attain higher levels. As a result of increasingly strong teaching, progress also is beginning to accelerate in Key Stage 2, particularly in Years 5 and 6. It is less consistent in Years 3 and 4, where teachers sometimes miss opportunities to effectively challenge more-able pupils.

Pupils say that they enjoy their learning and inspectors observed them showing enthusiasm and excitement at their achievements. They say that they value the new target cards that clearly explain their next steps and refer to these constantly in lessons, being anxious to tick them off once they have been achieved. In the best lessons they are enabled to develop independence because they are provided with clear success criteria so that they can check their own work. One pupil commented that they learn best when teachers build learning step by step and provide sufficient opportunities for them to be actively involved. In less successful lessons they have to

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

sit passively for too long because they are not provided with sufficient opportunities to contribute.

Disabled pupils and those who have special educational needs are well supported, and appropriate tasks are set for them. As a result, they are making equal progress to their peers. Pupils at an early stage of learning English and others who speak English as an additional language are provided with additional literacy support that is well focused on their particular needs. As a result they are quickly included and are able to make progress that is in line with this group nationally. Pupils known to be eligible for free school meals are also now achieving in line with other pupils.

Quality of teaching

The quality of teaching over time is satisfactory. All of the teaching observed during the inspection was at least satisfactory and leaders' monitoring shows that an increasing proportion of teaching is now good. Almost all parents and carers expressed the view that their children are well taught, one praising the work that the headteacher is doing to improve this further. In most lessons activities are fun and relevant to pupils' experience. Typically, teachers' planning sets out clear expectations for the learning of all groups of pupils and resources are well prepared to enable this. Teaching promotes pupils' spiritual, moral, social and cultural development well, for example through opportunities to reflect and write about issues that affect them and to work together and support each other.

In the best lessons, teachers use questioning well to probe understanding, have high expectations of what pupils are able to achieve, and require pupils to justify and explain their answers. In an outstanding mathematics lesson observed, pupils demonstrated to the class how they arrived at a solution and explored the relative advantages of different methods. Most teachers use assessment well to support learning and plan activities to address mistakes identified from previous work. However, in lessons that are satisfactory rather than better, this planning is not so finely tuned so that sometimes pupils are unable to build their literacy and numeracy skills progressively. A small minority of teachers do not have high enough expectations of what their pupils are able to achieve, and do not move them on quickly enough once they show understanding. Conversely, some teachers show that they know their pupils' ability well and explain new skills methodically and skilfully, with the result that one pupil was heard exclaiming 'Now I get it!'

Marking of pupils' work is inconsistent. Although remarks are encouraging, not all teachers provide sufficient advice as to what pupils need to do to achieve their target level or provide opportunities for them to respond to advice.

Behaviour and safety of pupils

Warm relationships between adults and pupils are evident throughout the school. Pupils' behaviour in lessons is typically good and sometimes outstanding. They are quick to respond to teachers' instructions and to the consistent behaviour

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

management techniques that teachers employ. Lessons run smoothly and pupils say that disruption is extremely rare. The school has a calm and productive atmosphere and pupils show respect for each other and for adults. Pupils are courteous, friendly and helpful and enjoy taking responsible roles such as through the school council. They state with confidence that all forms of bullying, including racism, are rare and when an incident does occur, teachers are quick to intervene so that they feel safe and well cared for.

Pupils have a good awareness of how to keep themselves safe, including with regard to road safety. They are indignant when some parents park inappropriately outside the school gates, but say that there is always an adult to supervise them as they leave. Almost all parents and carers express their confidence that the school keeps their child safe and that they behave well, expressing praise for the improved school site. One commented, 'The new headteacher has made the school a more safe and secure place.' A relentless focus on raising attendance has resulted in previously low attendance rates rising strongly and the proportion of persistent absentees declining.

Leadership and management

Staff, parents and carers express their praise for the new headteacher and confidence in her vision to move the school forward. She has established robust strategies to improve teaching, including intensive programmes of training, coaching and mentoring. Those teachers who have already undergone this process have seen a significant improvement in their practice. The headteacher is also establishing a strong senior team and is building the capacity of middle leaders to be fully accountable for promoting achievement in their areas of responsibility.

The new Early Years Foundation Stage leader has already had a significant impact on developing provision at this key stage and improving outcomes for children. Senior leaders have embedded rigorous processes for tracking progress, enabling underachievement to be identified and a wide range of strategies established to support underperforming groups, including booster classes and individual support. For example, a group of pupils who speak English as an additional language were identified as underachieving in mathematics, because they were unable to fully understand complex questions. Focused reading support has been provided and the pupils say that this has helped them to achieve more highly. The leaders' well-directed strategies are now beginning to show an impact in pupil outcomes and demonstrate the school's satisfactory capacity to improve further.

The members of the governing body are knowledgeable, have a very good understanding of the issues facing the school and are committed to its further improvement. They use their broad range of skills and experiences to provide effective support and challenge. They ensure that safeguarding procedures meet current requirements and that staff are well trained in keeping pupils safe. They have supported the headteacher in ensuring that financial management is now robust and are increasingly contributing to strategic planning. The school's leaders ensure that the progress of all groups of pupils is analysed carefully, so that all are included and

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

that there is no discrimination.

The curriculum is good. It is well matched to pupils' needs, and the new literacy scheme is having an impact in raising skill levels. Displays around the school are lively and exciting and promote curiosity and creativity. A wide range of activities enhance the curriculum, including residential visits and Tai Chi classes that are enthusiastically attended by both boys and girls. Pupils compete for a local enterprise challenge and run a school bank, promoting their understanding of financial management. A key strength of the curriculum is its good promotion of spiritual, moral, social and cultural development, particularly through the international dimension. The diversity of the school community is celebrated and the school is also increasingly becoming a hub for the local community. Parents and carers speak with enthusiasm of the way in which they are now closely involved in the life of the school and with their child's learning. For example, they regularly join Reception reading sessions with their child and learn about how best to support them.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.



29 March 2012

Dear Pupils

Inspection of Goldthorn Park Primary School, Wolverhampton WV4 5ET

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you, reading the questionnaires some of you completed, and seeing all that you do. We particularly enjoyed hearing you sing so enthusiastically in assembly and watching the Tai Chi class.

You go to a satisfactory school. You are making satisfactory progress and your attainment is broadly in line with pupils nationally by the time you reach Year 6. You told us that you enjoy your learning and want to do well. Leaders have identified that the quality of teaching is inconsistent. They are working to make sure that most teaching is good, but we have asked them to ensure that you always experience teaching of the highest quality. They can do this by making sure that teachers plan activities that are just right for you, not too hard or too easy, and by giving you plenty of opportunities to be independent and contribute your ideas. You can help by telling them if you are not sure or that you are ready for a greater challenge. Teachers provide you with clear targets but we have asked them to give you more precise information about how to achieve them when they mark your work, so that you can take more responsibility for your own progress.

You behave well and are confident that the school will keep you safe and you know how to keep yourselves safe. You told us how well the adults care for you. Your attendance is improving strongly and is now above average.

The curriculum you follow enables you to show respect for those from cultures and beliefs that are different from your own. The leaders are working hard to make sure you continue to learn well and develop well as young people and ensuring your safety. You can help them by continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**