

# Gorse Hill Primary School

Burleigh Road, Stretford, Manchester, M32 0PF

## Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The overall quality of teaching is not consistently good enough for pupils to achieve as well as they can, particularly in Years 3 to 6.
- Leaders and managers do not frequently check on the quality of teaching, to ensure that it is consistently good or better for all groups.
- Teachers do not regularly give good quality feedback to pupils on how to improve their learning, particularly in writing. This means that pupils do not reach the higher levels they are capable of.
- Governors do not check whether the use of pupil premium funding is making a difference to pupils' achievement.

### The school has the following strengths

- The previous interim headteacher and the now recently appointed headteacher have made good progress in tackling weaknesses in the Early Years Foundation Stage, as well as improvements to the school building and partnerships with other organisations.
- Behaviour is good and pupils feel safe.
- Pupils do well in the Early Years Foundation Stage and Years 1 and 2 because teaching is good overall.
- Children in Nursery and Reception now benefit from the improved learning environment and the good focus by adults on personal development and communication skills. As a result, they are now making better progress.
- Pupils achieve well in reading because it is promoted well across the school.
- Recent additions to the governing body provide good levels of expertise to bring about improvements to financial stability, health and safety arrangements and good appointments to senior leadership.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, analysed pupils’ work and heard pupils read in Years 1, 2, 4 and 6.
- Meetings were held with two groups of pupils, the headteacher, senior and subject leaders and the Chair of the Governing Body.
- Inspectors took account of the seven responses to the on-line questionnaire (Parent View) in planning the inspection and forming judgements and took note of the school’s most recent parental survey in March 2012.
- Inspectors observed the school’s work and scrutinised a number of documents including the school’s improvement plans, data on pupils’ current progress, planning and monitoring files, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Clare Henderson	Additional Inspector
Jean O’Neill	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average sized primary school.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils identified with special educational needs through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds and for whom English is an additional language is above average.
- The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.
- There is a breakfast and after-school club that is not managed by the school and subject to a separate inspection by Ofsted.
- The current headteacher has been in post since April 2012. Previous to that, an interim headteacher was in post for two terms.

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

- Improve the quality of teaching so that it is consistently good by:
  - ensuring teachers plan lessons which consistently challenge all pupils to achieve higher levels
  - improving the quality and frequency of marking, verbal feedback and target-setting to provide clear guidance to pupils on how to improve their work, particularly in writing
  - providing more opportunities for pupils to work by themselves.
- Improve the effectiveness of leadership and management by:
  - increasing the frequency of checks on the quality of teaching, learning and pupils' achievement
  - providing training and professional development for subject leaders so that they have the skills they need to check on and improve teaching in their areas of responsibility across the curriculum, and in particular in writing
  - ensuring that governors monitor the impact of the pupil premium on achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children generally enter the Early Years Foundation Stage with skills which are below typical for their age. As a result of good teaching, they make good progress throughout Nursery, Reception, and in Years 1 and 2. However, in Years 3 to 6, pupils' progress slows.
- By the end of Year 2, an increasing proportion of children reach expected levels in reading, writing and mathematics.
- When pupils leave at the end of Year 6, they achieve broadly in line with national expectations for their age in reading, writing and mathematics. Some pupils achieve well and reach higher than expected levels in reading. Pupils show good interest in reading. They comment that the school does much to encourage them to read at home. Also, well planned guided reading sessions, the availability of books and opportunities to read to adults and to each other on a daily basis help to promote their enjoyment of reading.
- The progress that all groups of pupils make between Years 3 to 6, including pupils from minority ethnic backgrounds, requires improvement because it is inconsistent and does not build on the good start made in the earlier years.
- The progress of pupils with special educational needs and pupils supported by the pupil premium requires improvement. This is because these pupils in Years 3 to 6 do not achieve well consistently. However, these groups of pupils sometimes make good progress where targeted support has been put in place.
- Pupils who speak English as an additional language make inconsistent progress as the rest of the peers. Therefore improvements are required.

### The quality of teaching

### requires improvement

- The quality of teaching is good in the Early Years Foundation Stage and Key Stage 1. However, because teaching and achievement are inconsistent across Years 3 to 6, it requires improvement.
- Teaching does not always ensure that pupils learn fast enough. Teachers include a range of activities in lessons, but they do not always take account that pupils need to start from different points. As a result, pupils are not always sufficiently stretched.
- Marking of work, questioning and feedback in lessons are not always frequent and of a high enough quality. Therefore, pupils are not sufficiently supported to reflect on their learning and given clear guidance for the next steps to help them improve further.
- Pupils are not consistently given enough opportunities to learn independently. However, when given the chance to learn for themselves, they learn well and show good levels of social development. For example, in a Year 4 design and technology lesson, pupils showed excellent skills in assembling parts, checking and then adapting their transport models. They did this well with only occasional support by adults. However, in too many lessons, teachers talk too much and occasionally teaching assistants over-direct pupils.
- When teaching is good or better, it is lively, creative and makes good use of opportunities to promote pupils' phonic skills (linking letters and sounds) as seen in more of the lessons and work of younger pupils in the Early Years Foundation Stage and Years 1 and 2.
- Pupils were observed writing well in some lessons. This was due to the way that teachers made use of drama and music to stimulate interest. Teachers also regularly checked on the quality of pupils' work, helping them to write as well as they can.
- In one lesson, pupils' imagination and writing about life as an evacuee in the Second World War were also rich, due to a visit they had made to an air raid shelter. However, inspiration and support for writing are inconsistent across the curriculum. Too often, teachers fail to correct work appropriately and suggest next steps for improvement when pupils have written extensively, such as in topic work.

**The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons and around the school is good overall. They are polite, courteous, respectful and welcoming. There are positive relationships between staff and pupils.
- There is a consistent approach to behaviour management and the school fosters good relationships between different groups in the school.
- Spiritual, moral, social and cultural development is good. Pupils show pride in the fact that children of all ethnic backgrounds get on well with each other and that incidents of bullying are rare. They enjoy working in teams and value the wide range of responsibilities they hold, such as sports leaders, prefects and road safety officers. There have been no exclusions since the last inspection and disruptions to learning are not frequent. Their behaviour contributes to a safe learning environment.
- They understand well and talk confidently about e-safety and keeping safe such as when using the internet. Their knowledge and understanding are well supported by assemblies such as one observed on inspection about internet safety.
- The majority of parents agree that behaviour is good in the school.
- Attendance is just below average but improving due to the way that the school encourages pupils such as through reward assemblies and texting parents with concerns.

**The leadership and management require improvement**

- The new headteacher injects energy and drive into improving the work of the school. This follows on from the sensitive and skilful steer of the previous interim headteacher.
- With the effective support of the local authority and governors, senior leaders have addressed key issues since the last inspection and monitoring visit. These include: improvements to the school building and the Early Years Foundation Stage; and improved progress through and standards by the end of Year 2.
- Improvements have also been made to the range of subject leaders involved in delivering and managing the curriculum. However, subject leaders are not yet sufficiently skilled to be able to improve the quality of teaching and pupils' performance in their subjects.
- The local authority has provided effective support. It has supported the school through finding an interim headteacher and providing specialist support to tackling weaknesses in the Early Years Foundation Stage.
- Teachers appreciate the new and improved performance management arrangements which help them to contribute to and carry out the vision of the school. Previous arrangements meant that teachers' salaries were not linked sufficiently to improving pupil progress. However, this is now addressed.
- Although the new headteacher informally checks learning in lessons for short periods of time, it is not frequent or rigorous enough to eradicate inconsistencies in teaching across Years 3 to 6, in particular.
- The curriculum promotes positive behaviour, supports pupils' understanding of staying safe and promotes their physical development well. Pupils particularly value the improved sports facilities through partnership with a local high school. However, the curriculum does not fully meet the needs of all the pupils as achievement requires improvement for pupils in Years 3 to 6.
- The school's most recent survey of parents' views indicates that the majority of parents say their child feels safe at school and they are well informed of what is happening in the school.
- Arrangements for safeguarding pupils are effective and meet statutory requirements.
- **The governance of the school:**
  - The governing body is now well informed and is well equipped with the skills to challenge and support the school.
  - It helps to provide good financial stability, improved health and safety arrangements around

the school and has made strategic appointments to senior leadership.

- Governors know the school well and are clear about its strengths and areas for improvement. They recognise that many more lessons need to be good or better if the legacy of pupils' underachievement is to be eradicated.
- There is a good awareness of how the pupil premium is being spent such as for one-to-one tuition, to help improve attendance, lunchtime activities and subsidies for trips. However, governors have not yet carried out any specific checking to evaluate the impact of the funding on pupils' achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106321
<b>Local authority</b>	Trafford
<b>Inspection number</b>	400841

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs E Williams
<b>Headteacher</b>	Mrs L Bates
<b>Date of previous school inspection</b>	17 March 2010
<b>Telephone number</b>	0161 865 1209
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