

Golborne Community Primary School

Talbot Street, Golborne, Warrington, Cheshire, WA3 3NN

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Pupils' progress is uneven as they move up through the school. They do not achieve well enough in several of the Key Stage 2 classes.
- The quality of teaching is inconsistent across the classes, with some teaching that requires improvement, mainly in Years 3, 4 and 5.
- The achievement of pupils known to be eligible for free school meals and of pupils with special educational needs requires improvement.
- The initiatives that the new headteacher has introduced to improve teaching, learning and achievement are starting to impact positively. However, they have not yet had enough time to make their full, intended impact on the school's overall effectiveness.
- In the recent past, governors have not held the school fully to account about the quality of teaching and its impact on pupils' achievement.

The school has the following strengths

- The headteacher's analysis of what needs to be done is detailed and accurate. He is taking a strong lead in driving improvement forward.
- Senior leaders are contributing actively to the improvement drive.
- Achievement is good in the Early Years Foundation Stage and in Key Stage 1.
- Pupils are happy, safe and secure in school. Their behaviour is good and they attend regularly.
- The majority of teaching is good or better.
- Governors have an accurate overview of how well the school is doing and are now contributing effectively to the improvement drive.
- Effective systems for checking teaching quality and for tracking and measuring pupils' progress are now in place.

Information about this inspection

- Inspectors observed 18 lessons, including two joint observations with the headteacher. They also carried out 'learning walks' which involved spending short periods of time in a number of lessons. They listened to pupils read in Years 1, 2 and 6 and held discussions with pupils about the books they have enjoyed and those they are currently reading.
- Meetings were held with five members of the governing body, with senior staff, with a group of pupils and with representatives of the local authority.
- Inspectors reviewed 28 responses to the online questionnaire (Parent View). They took into account the outcomes of a recent survey of parents' views conducted by the governing body. One parent expressed their views in a letter to the inspection team and an inspector also met with a group of parents to hear their views about the school.

Inspection team

Diane Auton, Lead inspector	Additional Inspector
Sheila O'Keefe	Additional Inspector
Geoffrey Lawrence	Additional Inspector

Full report

Information about this school

- The school is larger than most other primary schools.
- Most pupils are White British who speak English as their first language. A very small proportion of pupils are from a range of other backgrounds and heritages.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is similar to that found in most primary schools.
- The proportion of pupils known to be eligible for pupil premium funding is above average. (This additional government funding is provided for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed to the school in April 2013.
- The on-site children's centre and the school are jointly led and managed by the headteacher and the governing body. The most recent report for the centre is available on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching, so that all pupils and especially those in Years 3, 4 and 5, those with special educational needs and those who are known to be eligible for free school meals support make consistently good or better progress by ensuring that:
 - activities in lessons are always planned to be challenging enough and that support is effective enough to meet the learning needs of all pupils
 - teachers always keep a careful check on pupils' progress during lessons, so that any lack of understanding can be dealt with quickly
 - learning always moves along briskly in lessons and teachers manage time effectively
 - teachers always explain clearly to pupils what they need to do and to achieve in lessons
 - teachers' expectations for what pupils can do and achieve are consistently high
 - the work of teaching assistants in lessons is always planned well, with a sharp focus on supporting pupils' effective learning.
- Improve the impact of leadership and management, including governance, on improving the quality of teaching and raising achievement further by:
 - adding further rigour to checking on the quality and impact of teaching
 - continuing to guide improvements in teaching across the school
 - ensuring that governors take full account of the progress pupils make in all classes and not just at the end of the key stages.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' overall achievement is good in the Early Years Foundation Stage and in Key Stage 1, which means that their education gets off to a good start. Currently, most pupils are not making fast enough progress in Years 3, 4 and 5 and their attainment is not as high as it should be in relation to their starting points when they entered Key Stage 2.
- In the current year, pupils in Year 6 have reached nationally expected levels in reading, writing and mathematics as a result of effective teaching in the two Year 6 classes. School records of pupils' progress, supported by evidence gathered during lesson observations and analysis of pupils' work, show that Year 6 pupils have made rapid progress during the current school year.
- There has been an upward trend in attainment at the end of Key Stage 2 over the past three years. Most pupils are now reaching expected levels in English and mathematics with an increase in the proportion working above the expected levels in both subjects this year.
- Although these improvements are a positive feature, they reflect the fact that pupils have been helped to catch up during Year 6, rather than enabled to build consistently, year by year, on the good standards they achieved at the end of Key Stage 1.
- Most children start in the Nursery class with skills that are generally low in comparison to those normally expected for their age, especially in speech and language. They make good progress in the Early Years Foundation Stage and they gain positive attitudes to learning that they take with them as they move up through the school. By the end of the Reception year, most children are working at the expected levels for their age in all of the areas of learning.
- Attainment in reading, writing and mathematics at the end of Key Stage 1 has been broadly average over the last three years. The proportion of pupils attaining above expected levels has risen.
- Attainment in reading in Key Stage 1 is in line with the national average and is continuing to improve. By the time pupils leave the school in Year 6, their reading attainment is at the expected level for their age.
- The attainment of pupils known to be eligible for free school meals was around six months behind that of other pupils in English and more than a year behind in mathematics in Year 6 in 2012. The school's records, supported by first-hand inspection evidence, show that although the achievement of pupils known to be eligible for free school meals still requires improvement the gap between their achievement and that of other pupils has started to narrow in the current year and this trend is set to continue.
- Disabled pupils and those with special educational needs made expected progress in English but did not make enough progress in mathematics in Year 6 in 2012. School records show that, although still requiring improvement, the progress made by this group has started to improve during the current year and that the gap between English and mathematics has started to close. This reflects recent improvements in the impact of the school's work to ensure equal opportunities for all pupils.

The quality of teaching

requires improvement

- Although the majority of teaching is at least good, with some outstanding practice, a significant proportion of teaching requires improvement, especially in Years 3, 4 and 5.
- Features of less effective teaching in the school include lessons where:
 - pupils are not sure of what they should be doing because instructions are not given or are not clear
 - misconceptions by pupils are not fully tackled or clarified during the lesson
 - weak management of time results in pupils losing focus or becoming restless during activities
 - activities are too easy or not challenging enough for different groups of pupils.

- In the more effective lessons, teachers plan the work carefully and achieve the correct balance between challenge and support. As a result, pupils become totally absorbed in their learning and often make good or even better progress. In an outstanding literacy lesson in Year 2, for example, pupils were engaged by the story they had been reading together and worked very productively with a partner to predict and write about what might happen next. Together, they discussed and evaluated each other's work and then went on to produce improved versions of their original writing.
- Teaching assistants provide good support for learning in several classes, where they demonstrate good subject knowledge and work in professional partnership with class teachers. Occasionally, however, where lesson planning requires improvement, their contribution is not as effective as it might otherwise be because they are not directed well enough.
- Good teaching and an engaging curriculum in the Early Years Foundation Stage prepare children well for the next stage in their education. Staff are especially effective in identifying and addressing children's additional needs, including providing small group support for children with immature speech and language, with the result that all groups make good progress in the Nursery and Reception classes.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They are considerate and polite. Pupils say they feel safe in school and that there is always someone on hand to help them if they have a problem.
- Behaviour in lessons is generally good and pupils usually apply themselves well to their work. Occasionally, in lessons where teaching is less effective, pupils become distracted and lose their concentration.
- Relationships between home and school are positive. Parents' comments and questionnaire responses reflect an appreciation of the school's work. A typical comment described the school as 'safe, friendly and caring'.
- Pupils have a clear understanding about different types of bullying, including cyber-bullying and prejudice-based bullying. They say that bullying is rare in school and that it is always dealt with straight away by staff.
- Pupils with additional learning, health, language and social needs are included in everything on offer and are supported well. The school's provision for all of these groups has recently been reviewed and improved and a comprehensive training programme has been put in place for teaching and support staff. The school's records of its checks on the impact of its work to support pupils with additional needs shows that these developments are already starting to impact on improving pupils' achievement and well-being.
- The school provides sensitive support for pupils and families whose circumstances might make them vulnerable. Staff work productively with a range of external agencies to help ensure support is targeted appropriately.
- Attendance is above average and punctuality is good, reflecting the strength of the partnership between home and school.

The leadership and management requires improvement

- The school's leadership and management are not yet good because there has not been enough time for the improvement actions that have been put in place this term by the new headteacher to achieve their full impact. Teaching requires further improvement, especially in the first three years of Key Stage 2, and there is more to do to ensure that pupils make consistently good or better progress, especially in those year groups.
- The headteacher is a strong and effective leader; in a very short time he has created a positive climate for improvement in the school. He has achieved an accurate analysis of what needs to be done to move the school forward. Staff morale is positive and parents say that they feel well-

informed about the school and about their children's learning and progress.

- A new system for checking on pupils' progress is giving clear information about how well pupils are doing and the headteacher and senior staff have started to lead reviews of progress in each class every half term. This is helping staff to work together to identify and support pupils who may be underachieving.
- Regular checks are being made on the quality and impact of teaching. A programme of training and professional development for staff has begun to improve skills where this is required. The school has brought in support from external consultants and staff are increasingly sharing good practice and working together.
- Leadership and management of support for pupils with special educational needs and for pupils known to be eligible for the pupil premium has been strengthened and improved this term. Senior staff now have dedicated time to make checks and to evaluate the impact of the school's work to support these pupils. Systems are now in place to provide regular checks on the progress and welfare of pupils in these groups and leaders now have a clear overview of how well they are doing.
- The curriculum brings subjects together into topics that are interesting and relevant for pupils. It contributes increasingly well to pupils' spiritual, moral, social and cultural development. Visits, including residential trips, specialist visitors and a range of after-school clubs all add enrichment.
- The local authority is providing regular advisory and consultant support for the school and this is helping the school to improve.
- The school's policies and procedures for safeguarding pupils are kept under regular review and meet requirements.

■ **The governance of the school:**

- Governors, led by a newly appointed chairperson, have a realistic picture of the school's strengths and shortcomings. They share the headteacher's resolve to move the school forward rapidly and to achieve the best possible outcomes for pupils.
- With guidance from the headteacher and through regular reviews of data on pupils' progress, governors now have an improved overview of pupils' performance and of the quality and impact of teaching in the school. This means that they are increasingly able to hold the school to account and to ask searching questions from a well-informed standpoint.
- Governors ensure that performance management systems are robust and that leaders and staff are set challenging targets linked to pupils' progress and school priorities. They are fully aware of the link between the achievement of these targets and salary progression.
- Governors have revised their financial management systems, with effective assistance from the school bursar, to ensure a sharper focus on teaching and learning outcomes. They are currently working with the headteacher on a revised strategic plan to ensure that pupil premium funding is spent more effectively to ensure the best possible outcomes for pupils.
- The governing body gives good support to the headteacher in meeting safeguarding responsibilities, particularly regarding the safety of pupils and staff appointments, and in ensuring that equal opportunities are promoted and discrimination is not tolerated.

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

Unique reference number	106420
Local authority	Wigan
Inspection number	411958

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	359
Appropriate authority	The governing body
Chair	Daniel Norkus
Headteacher	Andrew Hunt
Date of previous school inspection	6 July 2010
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