

Gilded Hollins Community School

St Helen's Road, Leigh, Lancashire, WN7 3PQ

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Parents and pupils fully agree that respect for all is key to the school's success.
- Achievement is good and attainment is well above average in mathematics and above average in reading and writing.
- All groups of pupils make outstanding progress in mathematics and good progress in reading and writing from their individual starting points.
- All pupils achieve well because teaching is good and, at times, outstanding.
- The subjects pupils study have interesting topics that promote pupils' spiritual, moral, social and cultural development extremely well.
- The behaviour of pupils is outstanding. The school has extremely clear policies, lived out by all staff and pupils, which help everyone understand how important it is to get on well together.
- The school's work to keep pupils safe and secure is very successful. It provides strong pastoral care for pupils and their families.
- The leadership of the senior leaders and the governors is outstanding. Their unwavering vision inspires pupils, staff and parents to make the school even more successful.
- Senior leaders' thorough checks of pupils' progress and the quality of teaching mean that progress is good and the proportion of outstanding teaching is growing in this rapidly improving school.

It is not yet an outstanding school because

- Teaching is not consistently outstanding. This is because the work some teachers plan and set in lessons is sometimes too easy particularly for the most able. This means that these pupils do not make as much progress as they should in some lessons.
- Pupils do not have enough opportunities to practise and extend their reading and writing skills in all the subjects they study.
- Middle leaders are not fully involved in checking the quality of teaching and pupils' learning in all subjects of the curriculum.

Information about this inspection

- The inspectors observed 12 lessons or parts of lessons, two of which were joint observations with the headteacher and one with the deputy headteacher.
- Meetings were held with senior leaders, staff, members of the governing body, a group of parents and groups of pupils.
- A telephone conversation was held with a representative from the local authority.
- Inspectors examined the school’s own documentation relating to pupils’ progress, school self-evaluation and policies relating to safeguarding. They carried out a scrutiny of pupils’ work in their writing and mathematics books.
- The inspectors listened to pupils read in Years 1, 2 and 5. They spoke informally to pupils during playtimes and lunchtimes.
- They took account of the 40 parent responses received at the time of the inspection from the on-line questionnaire (Parent View) and parent responses to the school’s own parental survey.
- Inspectors took account of the 13 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Christine Howard

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast club each day.

What does the school need to do to improve further?

- Raise the quality of teaching so an even greater proportion is outstanding in order to ensure that pupils' achievement is as good in reading and writing as it is in mathematics by making sure that:
 - teachers provide work in lessons that is not too easy, fully stretches pupils and, particularly the most able, to achieve their best
 - pupils have enough opportunities to put into practice their reading and writing skills in all the subjects they study.
- Raise the quality of leadership to outstanding by further involving the middle leaders in checking the quality of teaching and how well pupils learn in all subjects of the curriculum.

Inspection judgements

The achievement of pupils

is good

- Children start school with skills which are expected for their age. They settle quickly into the Early Years Foundation Stage and show they feel extremely safe as they eagerly explore the good range of activities they meet indoors and in the much improved outside classroom. By the end of the Reception class, children have achieved a good level of development and are well-prepared for Year 1.
- Pupils' attainment at the end of Year 2 in 2013 was above average overall. It was not as high as it could be in reading and writing because not enough pupils gained the highest levels of attainment. However, the levels they attained represent good progress from pupils' individual starting points.
- In the five years since the last inspection, including 2013, pupils' attainment by the end of Year 6 was well above average in mathematics. This shows a continuing picture of outstanding progress for all groups of pupils in mathematics.
- During this same time however, the high levels of attainment achieved in mathematics were not matched in reading and writing where attainment is above average. As a result, pupils make good, rather than outstanding, progress from their individual starting points in reading and writing.
- School records and pupils' work in books show that in most classes, good and rapidly increasing proportions of pupils are securely on course to meet and exceed the progress expected of them.
- Achievement is good and not outstanding because, at times, opportunities are missed for pupils to practise and extend their reading and writing skills in all the subjects they study.
- Pupils spoken to by the inspectors say they love books and reading. The daily letters and sounds (phonics) lessons are successfully giving pupils the skills to become confident when tackling new words. This is reflected in the 2013 phonics screening check for Year 1 pupils when the proportion reaching the expected level was well above the national average.
- Older pupils generally read fluently and enjoy a wide and varied range of material in their well-resourced school library.
- Pupils' achievement in mathematics is outstanding. Practical, investigative mathematics and excellent use of information and communication technology (ICT) which require pupils to use their thinking and reasoning skills, contribute very well to the success of mathematics in all classes.
- Extra support and working in small groups enables those pupils supported by the pupil premium funding to progress at the same rate and in some year groups faster than their classmates. Their attainment meets that of similar pupils nationally but, in Year 6 in 2013, was about one term behind that of their classmates. School information shows that this gap is rapidly closing.
- Disabled pupils and those pupils who need extra help are fully included in all learning activities. This reflects the school's commitment to equal opportunities. As a result, they make good progress and achieve well.

The quality of teaching

is good

- Pupils say they love everything about school and inspectors' observations show that pupils work extremely hard in lessons.
- Teaching across the school is good overall. Most of the teaching observed during the inspection was of a good quality, with examples of some outstanding teaching.
- A scrutiny of the work in pupils' books and the school's records of the checks made on teaching indicate that teaching is typically good and improving.
- Pupils' learning is most effective when pupils have to undertake tasks that really stretch their thinking as they grapple with challenging problems. However, this is not evident in all lessons or

consistently in the work in pupils' books and the pace slows when work is too easy.

- Pupils' learning is most effective when adults frequently check pupils' understanding during lessons. Skilled questioning based on excellent subject knowledge gets pupils thinking hard, with time to reflect and explain their answers.
- This was evident when older pupils were observed in a mathematics lesson interpreting and recording information from data, compiling detailed bar charts on laptops and setting challenging questions to test out the learning of their classmates. They persevered well and made very rapid progress.
- Although the most-able pupils are taught well and given complex tasks in mathematics that really stretch their ability to reason and apply their knowledge, this high level of challenge is not as fully evident in reading and writing.
- Previously, the teaching of reading and writing has focused on encouraging pupils to read fluently and to write imaginatively and there have been fewer opportunities to practise and extend these skills in all the subjects they study.
- Teaching assistants make a strong contribution to pupils' good or better progress and provide particularly excellent support for pupils who need extra help.
- Pupils are keen to achieve their targets and are fully involved in reviewing their own and often the work of other pupils in the class.
- Regular use of homework helps to reinforce learning. Pupils' work is thoroughly marked, with praise for success to boost pupils' confidence and succinct points for improvement.
- Pupils who need extra help are given precisely tailored support by their teachers and teaching assistants which helps them to make good progress. Their progress is regularly checked by the school's special educational needs coordinator, who offers excellent advice to staff.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Behaviour observed by the inspectors in lessons was never less than good and usually outstanding. This has a very positive effect on their good achievement. School records show that behaviour is typically outstanding in classes, around the school and over time.
- Pupils are respectful, polite and courteous and behave extremely well, whether on the playground, along the corridors or in the dining hall. Groups of pupils inspectors spoke to in formal meetings, whilst they were walking along corridors, playing outside or in the dining hall, say they feel very safe and secure in school.
- In a Year 5 English lesson, for example, pupils eagerly and successfully worked together using iPads to record their writing of an account of King Midas' action from the viewpoint of a 21st-century reporter. During this time, they took account of each other's ideas and were extremely attentive to their feelings and abilities.
- The school has well-established and very clear expectations of behaviour which staff apply and with which pupils fully comply. Pupils say, and their parents fully agree, that behaviour in the school is excellent.
- Pupils say that bullying or racism are rare, they trust all staff, and, particularly the learning mentor, to follow up any concerns they may have immediately. The school's records also confirm this. Pupils have an excellent understanding of different forms of bullying, including cyber-bullying.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils say, and their parents agree, that they feel safe and very well-supported at school. They know how to keep themselves safe from everyday hazards, including e-safety and road safety.
- Pupils have excellent opportunities to take responsibility. Some are, for example, play leaders. Year 5 pupils were observed stepping eagerly into the shoes of the Year 6 pupils, who were away on a residential trip, to invent games which they played with the younger pupils at lunchtime.

- Others pupils are school or eco-councillors who seek out and act upon the views of other pupils. They are particularly aware of the need to look after the world and demonstrate this by, for instance, caring about the welfare of the school hens or in raising money for those less fortunate than themselves. Such roles enable them to learn to act responsibly, develop excellent leadership skills and prepare them well for their future lives.
- Attendance is above average and pupils arrive promptly. Those who attend the breakfast club are very well looked after; they enjoy healthy food and the wide variety of activities provided for them.

The leadership and management are good

- Senior leaders and governors share a very ambitious vision of how good the school can be. They have created a strong team who share their values, support them very well and play a strong part in raising standards. As a result, a culture of good teaching, outstanding behaviour and good achievement for all groups of pupils flourishes.
- There are thorough procedures in place for checking the school's work, which includes making sure that targets set for teachers are met and that teachers are helping pupils to achieve the best they can.
- Leadership is not outstanding overall because middle leaders are not fully involved in checking that pupils are achieving as well as they can in all subjects of the curriculum.
- The area of care for those groups at risk of not doing as they could is managed very well. This ensures that all groups of pupils have the same chances of success. In this way, everyone is respected and discrimination of any kind is not tolerated.
- The subjects pupils study promote their spiritual, moral, social and cultural development extremely well. Pupils respond enthusiastically to the excellent range of artistic, sporting and cultural activities provided.
- Outstanding support from partnerships and parents who tirelessly search for ways of getting more funding for the school provides leaders with extra funds, for instance, to buy the adventure trail and for pupils to commemorate the hundred year anniversary of World War I.
- Arrangements for safeguarding and child protection meet all statutory requirements.
- The school uses the Primary School Sport funding well to allow a sports specialist to develop teachers' expertise and give pupils access to specialist sports provision. The school effectively checks the quality of teaching in physical education and pupils' participation in sport.
- The local authority provides light-touch support for this good school.
- **The governance of the school:**
 - The governing body provides very strong support to the school. Its high level of presence within the school and an excellent range of expertise play a strong part in continuing to improve the quality of teaching and pupils' learning. Governors know the school well because they regularly gather and act upon the views of parents. Their termly newsletters and links with classes enable them to have first-hand and very clear information about how well pupils are learning. They meticulously check the information available on pupils' progress and attainment and hold leaders to account for how well the school is doing. The governing body keeps a careful watch on the achievement of pupils eligible for pupil premium funding and check what impact additional funding has. They use performance management well to check the quality of teaching and link performance carefully to pay and professional progression.

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	106431
Local authority	Wigan
Inspection number	439529

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	211
Appropriate authority	The governing body
Chair	Liz Haworth
Headteacher	Darran Nash
Date of previous school inspection	7 June 2006
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