

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9158  
**Direct email:** rachel.dayan@serco.com



1 October 2014

Ms Julia Roseblade  
Headteacher  
Goldthorn Park Primary School  
Ward Road  
Wolverhampton  
WV4 5ET

Dear Ms Roseblade

### **Requires improvement: monitoring inspection visit to Goldthorn Park Primary School**

Following my visit to your school on 29 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Ensure a rapid improvement in the attainment in reading, writing and mathematics of pupils eligible for the pupil premium funding across the school in order that the gap with the expected level for all pupils nationally is narrowed by the end of Key Stage 2.
- Update the school improvement plan to include specific targets for pupils eligible for the premium and set termly expected outcomes so that governors are able to evaluate the progress pupils are making.
- Evaluate the impact of pupil premium funding on pupils' achievement.

## **Evidence**

During the inspection, meetings were held with you, other senior leaders, a group of pupils, two members of the Governing Body including the chair and a representative of the local authority to discuss the action taken since the last inspection. The chair of the governing body curriculum committee was spoken to on the telephone. The school's action plan was evaluated. Other documents were scrutinised including the latest achievement data analysis and records of lesson observations.

## **Context**

Since the last inspection the chair of the Governing Body resigned in July and a new chair has been appointed from September 2014. Four new governors have been appointed. There are four new teachers in place this term, two of whom are on long-term supply cover.

## **Main findings**

The school has invested in training to improve the proportion of good teaching. Previous weak teaching has been removed. This has led to rapid gains in pupil progress, particularly in the Early Years Foundation Stage. The proportion of pupils reaching a good level of development in speaking, listening and mathematics doubled compared to the previous year and is now in line with national expectations.

All leaders, including middle leaders are now much more involved in the checking of the quality of teaching. Observations have been in pairs to ensure consistency of the judgements. Leaders are making sure that evidence on the quality of lessons seen is backed up by achievement data, work in books and what pupils tell them about learning. This is ensuring judgements on teaching are more robust and are focused on outcomes of different groups of pupils as well. Middle leaders have gained further experience in feeding back strengths and weaknesses of lessons.

Closer checking of pupil achievement by teaching group and groups of pupils has highlighted areas where further improvement is needed. Leaders are able to identify where the strengths and weaknesses more quickly as data is now collected every six weeks. Regular pupil progress meetings are now held which middle leaders contribute to. Senior leaders recognise these meetings need to be more challenging.

Attainment in the most recent assessments and tests at the end of Year 6 in 2014 was up on the previous year. The proportion of pupils reaching the expected level and more than expected level was higher in reading and writing than in mathematics where the proportion of pupils reaching more than the expected level went down. Attainment also increased at the end of Key Stage 1 in reading and writing as the implementation of 'Read Write Inc' has started to have an impact. Outcomes were lower in mathematics compared to reading and writing.

The school has been successful in raising the achievement of pupils of Indian heritage and those for whom English is an additional language. It has also improved outcomes for higher attaining pupils in reading and writing but not to the same extent in mathematics. The proportion of pupils eligible for pupil premium funding who reached the expected levels in reading writing and mathematics went down at both Key Stage 1 and 2 in 2014, widening the attainment gap.

Pupils spoke positively about improvements in lessons and how lessons, particularly in mathematics, have now got noticeably more challenging with extension tasks regularly set for more able pupils. They have more homework set for mathematics compared to literacy. Pupils were less positive about science which they said was more worksheet-based compared to the games and investigations in mathematics which they said helped them to learn better.

The school's improvement plan is detailed and suitably focussed on the issues identified from the last inspection with direct lines of accountability but does not refer to pupils eligible for the pupil premium.

Several governors, including the chair, are new and at an early stage in carrying out their function as a critical friend. They are nevertheless very aware of the strengths and weakness in the school and able to identify trends in achievement. They have not evaluated the impact of pupil premium funding on pupils' achievement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided support and rigorous challenge to track the progress the school is making through regular half day visits. It has offered support to the new governors and is working in partnership with leaders to develop their role in checking teaching and progress. The school is working successfully with the local authority's Traveller Service to promote outcomes for Gypsy Roma pupils learning English as an additional language. The employment of a bilingual community support assistant has significantly improved pupil attendance and promoted closer relationships with families. The support has been extended to parents learning English for Speakers of Other Languages.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wolverhampton.

Yours sincerely

Mark Sims

**Her Majesty's Inspector**

The letter should be copied to the following:

- Chair of the Governing Body
- Local authority