

# Golborne Community Primary School

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

**Inspection dates** 6–7 May 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides highly effective leadership for this improving school. Supported by skilful senior leaders, a committed staff team and a determined and knowledgeable governing body, he is rapidly improving pupils' progress.
- The quality of teaching and the achievement of pupils currently in the school are good and improving.
- Most pupils in Year 2 and Year 6 are working at the level expected for their age in reading, writing and mathematics. A larger proportion than in previous years is doing better than this.
- The school's support for disadvantaged pupils has improved; it ensures that they succeed as well as others.
- Provision in the early years is led well. It provides children with a good, secure and happy start to their time in school.
- Pupils are very proud of their school. They have many opportunities to contribute to school life.
- Parents hold positive views of the school. They, and their children, think the school has improved since the previous inspection.
- Behaviour is good and sometimes excellent in lessons. Pupils are keen to learn, and feel safe and well cared for in this happy school.
- Leaders, including governors have an accurate view of the school's performance and know what needs to be done to continue to improve.
- Learning support assistants are well trained. They provide effective support for disabled pupils and those who have special educational needs who achieve well because of good quality provision.
- The curriculum is well planned. It successfully promotes pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Achievement is not yet outstanding. Work set does not always challenge pupils, including the most able, to reach their full potential.
- Pupils do not have enough opportunities to develop the ability to reason and explain their thinking when they learn.
- Middle and subject leaders do not yet contribute fully to improving the school's performance.
- Teachers carefully explain new learning to pupils. However, opportunities to improve on these explanations by using visual resources or modelling new concepts are sometimes missed.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. They observed learning in classes including two joint observations with the headteacher.
- The inspectors looked at examples of pupils' work and talked to them about it. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the work in the outdoor areas.
- Inspectors talked with pupils as they played at break times and visited the dining hall at lunchtime. They also observed pupils' behaviour as they moved around school and spoke with pupils attending after-school clubs.
- Inspectors met with three groups of pupils and spoke to them about their work.
- Inspectors met with five governors. They spoke to a representative of the local authority, two external consultants working with the school and met with members of school staff.
- Inspectors spoke to parents at the start of the school day. They took account of the 102 responses to the online questionnaire (Parent View) and of the school's most recent questionnaire issued to parents. They also took account of returns to the staff questionnaire completed during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress and school improvement and external views of the school.
- Inspectors also scrutinised records relating to behaviour, attendance and safeguarding.

## Inspection team

Lyn Pender, Lead inspector	Additional Inspector
Faheem Chishti	Additional Inspector
Peter Martin	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The early years provision consists of part-time Nursery and full-time Reception classes. The number of children attending early years has risen sharply this year. Almost all Nursery places are full compared to less than a quarter in the previous year. The majority of children in the Reception classes joined the school from other settings.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is broadly similar to the national average.
- The proportion of disadvantaged pupils eligible for support through pupil-premium funding is above that found in most other schools. This additional funding is provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has experienced a significant number of staffing changes since the last inspection. Seventeen staff have left the school and ten have joined the school. A new deputy headteacher took up her role in April 2014 and the early years leader joined the staff in September 2014. Two further subject leader appointments have been made to fill vacant posts. The new staff, including a new leader for mathematics, will take up their posts in September 2015.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school holds the Investors in People award.
- A children's centre operates on the school site. This is subject to separate inspection arrangements. Inspection reports for this provision may be viewed at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

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

- Further improve the impact of teaching on pupils' achievement by:
  - making sure that pupils, including the most able, are given work with the level of challenge they need to enable them to reach their full potential
  - sharpening pupils' ability to reason, reflect and explain their thinking in their learning
  - increasing the range of visual prompts and practical examples available to support teachers' and learning support assistants' explanations in lessons.
- Further strengthen the impact of leadership by developing the skills of middle and subject leaders so that they can make a full contribution to the ongoing improvements in the areas that they lead.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong and robust leadership. An unrelenting and determined focus on improving standards has been established. Senior leaders have effectively tackled the key weaknesses identified in the previous inspection. Expectations of how pupils behave and what they can achieve are high, and leaders have created a school where all are warmly welcomed and pupils receive a good education. A sharp focus on raising the quality of teaching to good has been maintained, enabling pupils to make good progress throughout the school.
- The headteacher, deputy headteacher and governors have managed successfully the challenge presented by the significant number of changes in staffing. They have ensured that new staff quickly become familiar with the school's high expectations. A strong staff team has been created who share the headteacher's firm conviction that this school can continue to move forward. This school has good capacity to continue to improve.
- Pupils' progress is checked regularly. Short-term programmes are put into place to help pupils catch up if they have fallen behind. These programmes are quickly adapted to ensure that they match pupils' needs effectively.
- Senior leaders have an accurate picture of the school's performance, and school plans are firmly focused on areas for improvement. They regularly review the quality of teaching and provide an effective, ongoing training programme for staff. Teachers and learning support assistants have regular opportunities to learn from the best practice that exists in the school. Middle and subjects leaders are beginning to contribute more fully to improving the quality of teaching for the subjects and areas they lead. However, some are new to their roles and aspects of the school's work, including that of pastoral care, still rests on the shoulders of the headteacher.
- Teachers are held fully to account for the achievement of pupils in their care. Performance management arrangements ensure that teachers' salary progression is linked closely to pupils' achievement.
- The curriculum is well-organised and takes account of pupils' interests as well as the skills and knowledge that they need to learn. Teachers link subjects together into engaging topics and provide a range of trips and visits to bring learning to life. After school clubs are popular and well-attended. During the inspection, for instance, younger pupils stayed behind after school to practise their phonics skills or to join the sewing group.
- Pupils' spiritual, moral, social and cultural development is promoted well. Through assemblies, lessons and class based discussions the school successfully promotes values such as tolerance, responsibility and respect. Each class regularly takes responsibility for leading an assembly for their parents and the other pupils in the school. During the inspection this honour fell to Year 1 who impressively helped everyone focus on the value of 'helpfulness'. Pupils learn about the democratic process first hand, for example, through standing for, and being elected to, the role of student ambassadors. All of this ensures that pupils are well-prepared for life in a modern British democratic society. All are treated equally in this inclusive school and discrimination of any kind is not tolerated.
- The pupil premium funding is used well to help eligible pupils take a full part in school life and benefit, where appropriate, from additional help from adults. The impact is evident in the significant narrowing of the gaps in achievement between disadvantaged pupils and others.
- Good use is made of the primary school sports funding. The school has worked with staff from the local high school to improve the teaching of physical education lessons. Pupils enjoy a wider range of sports, for example golf sessions, and more participate in competitive sports. The school is proud of its success in local sporting tournaments.
- Parents are supportive of the school. They speak positively of the headteacher and staff, and say that they are approachable. The school website is very informative.
- The local authority has met with the headteacher periodically to review progress towards the key issues identified in the last inspection report. It has confidence in the school's ability to continue to improve. The school has commissioned a range of support and training from external consultants and the local cluster of schools to help secure improvements. As the school's performance has improved the level of support has reduced and the school now provides training for staff in-house.
- **The governance of the school:**
  - Since the last inspection, the governing body has improved the way it carries out its statutory duties. Governors have provided effective support for the headteacher during the significant staffing changes.
  - Governors receive helpful information on pupils' achievement and the quality of teaching. All governors are formally linked to aspects of the school's work and meet regularly with leaders. Minutes from

governing body meetings show governors ask searching, well-informed questions of school leaders who provide detailed, accurate responses.

- The governing body listens carefully to the opinions of pupils who attend Golborne. Various groups of pupils meet weekly with a governor to share their views of the school.
- The governing body manages the school's finances closely, including the pupil premium and primary school sports funding. Governors ensure that teachers pay awards are linked to pupil achievement. They ensure that good teaching is rewarded and any underperformance of staff is tackled swiftly.
- Governors ensure that safeguarding arrangements meet requirements. All required checks are carried out for visitors and newly appointed staff. On joining the school, new staff are fully briefed about the school's procedures should concerns arise over any child's safety.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They are polite and friendly. Pupils are proud of their school and would recommend it to others. One pupil spoke for many saying, 'it's the best school.'
- Pupils settle to work quickly and show a real desire to learn. They cooperate happily and help each other in lessons and around school. They listen carefully and show respect for each other and adults.
- Pupils think that behaviour is good and has improved since the previous inspection. Any instances of misbehaviour are limited to a very small number of pupils. School records are detailed and show that actions taken by leaders have led to an improvement in behaviour of the pupils concerned.
- Many pupils make a strong contribution to school life. They take on responsible roles as school ambassadors, prefects, play leaders and librarians.
- Good attendance and a punctual start to the school day are encouraged. Attendance has improved this year and is now broadly average.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils move around school sensibly and safely, even when not under the direct supervision of staff. At break times pupils occupy themselves happily. They seek out things to do by using the equipment on the playground or playing games together.
- Pupils have a good understanding of most forms of bullying and say bullying happens infrequently. If incidents do happen pupils trust the adults to sort any issues out quickly.
- The school teaches pupils how to keep themselves safe and manage risks. For example, older pupils are aware of how the misuse of mobile phones can be hurtful to themselves and others.

## The quality of teaching is good

- The headteacher and other senior leaders have done a great deal to improve the quality of teaching. Teachers have an increased understanding of what constitutes effective learning. Regular opportunities to observe effective practice are provided and, as a result, teachers have a better understanding of how to ensure that pupils make the best possible progress in lessons.
- Teachers have high expectations of what pupils can achieve. They plan imaginative learning activities which capture and respond to pupils' interests well. The school motto of 'Enjoy each day as we learn along the way' reflects the strong emphasis placed on helping pupils to develop a love for learning.
- Teachers' assess pupils' understanding accurately and they use this information to plan new learning. Most pupils are given work that challenges their ability. However, the most able pupils are not always stretched to reach their full potential.
- Sometimes teachers encourage pupils to reflect and think deeply about what is being learnt before providing opportunities for pupils to explain their thinking to others. When pupils have the opportunity to think, reflect and explain their thinking they are very clear about their learning and progress is often swift as a result. For example, the Year 5 class made excellent progress identifying the features of a newspaper. They were encouraged to focus on their learning and to 'keep noticing and thinking' before sharing their thoughts with others.
- The quality of teachers' marking has improved significantly across the school and is of a high standard. Work is marked regularly and useful feedback is provided which shows pupils how they can improve. All

teachers ensure that pupils have the time to make improvements to their previous work. This helps improve pupils' progress, for example, by correcting number calculations or enabling them to rework a paragraph to improve the grammar or use more interesting vocabulary.

- Teachers regularly ask searching questions to check pupils' understanding. However, sometimes opportunities are missed to help improve pupils' understanding and make learning easier through the use of practical resources, visual prompts or practical modelling of new skills or knowledge. As a result, sometimes learning slows for some pupils who find it difficult to grasp new concepts as quickly as others.
- Teachers' expectations of the handwriting, presentation and the quantity of pupils' written work in literacy and other books is high, and pupils are rightly proud of their work.
- Well-trained learning support assistants work closely with teachers to skilfully support pupils' learning, especially disabled pupils and those with special educational needs.

### The achievement of pupils

is good

- The headteacher's firm focus on improving the quality of teaching is proving successful. Ongoing improvements in teaching since the last inspection have ensured that progress is more rapid and standards are rising steadily across the school. Pupils' achieve well from their starting points, although in previous years this has not always been the case.
- Standards at the end of Key Stage 1 declined in 2014 to below average and too few pupils gained the higher levels in reading, writing and mathematics. However, school data and inspection evidence show that a good proportion of pupils in the current Year 2 are working at the levels expected for their age in all subjects and more are working at the higher levels.
- By the end of Key Stage 2 pupils generally reach the standard expected for their age in reading, writing and mathematics. However, overtime, fewer pupils than expected have consistently reached the higher levels, particularly in writing and mathematics. School tracking data and pupils' work in the current Year 6 show that the proportion of pupils reaching the higher levels is now similar to the national average in all subjects.
- Inspection evidence confirms the school's own judgements, based on detailed tracking data, that pupils' progress across the school has improved rapidly over the current year and gaps in pupils attainment caused by weaker teaching are closing. Year 6 pupils are making the progress expected of them in reading, writing and mathematics and the proportion doing better than this is similar to the national average.
- The pupil premium is being used effectively and, as a result, the attainment of disadvantaged pupils is improving. At the end of Key Stage 2 in 2014, disadvantaged pupils were broadly similar to other pupils in the school in reading and writing and two terms behind in mathematics. They were approximately two terms behind other pupils nationally in all three subjects. As a result of the actions taken by school leaders, this year the gaps have closed across the school and disadvantaged pupils are reaching similar standards to other pupils.
- Increasingly, the school's most-able pupils are achieving a higher standard. The proportion of pupils reaching the higher levels is improving steadily in all subjects. However, on occasions, the level of challenge provided in lessons could be even greater for these pupils and, as a result, progress is sometimes not as rapid as it could be.
- Disabled pupils and those who have special educational needs make at least good progress from their individual starting points. The provision for these pupils is managed well and work is carefully tailored to meet their needs. Well-trained learning support assistants provide a good range of support, encouragement and challenge that helps pupils cope well with tasks, and achieve well.
- The teaching of early reading skills is good and pupils consistently reach at least the national standard in the Year 1 phonics (letters and the sounds they make) screening check. Throughout the school, pupils' are eager to read. The attractive school library is used effectively and promotes reading for pleasure very effectively.

### The early years provision

is good

- The new leader of early years has established a strong ethic of teamwork and has ensured swift and effective improvement. Previous weaknesses have been eradicated and the quality of teaching is good.
- Children join the school in the Nursery and Reception classes with skills and abilities generally below those

typically expected for their age, particularly in communication and language. From these starting points, children in the current early years classes are making at least good progress in all areas of learning. The proportion of children working at a good level of development in Reception is at least in line with the national average and they are well-prepared for their move to Year 1. This is an improvement on 2014 when the proportion of children reaching the expected level of development for their age at the end of Reception was below the national average because of weaknesses in teaching.

- A calm, well-organised learning environment exists. Children learn and play well together because of good relationships with adults. Children are eager to learn. They settle well into classroom routines and become increasingly independent learners.
- The quality of teaching is securely good. Accurate checks on how well everyone is doing, help adults know all children well. They take every opportunity to listen to children engaging them in conversation and skilfully enable them to learn. However, staff are aware that sometimes opportunities to help the most able children, particularly in Nursery, to achieve even more when they work independently are missed.
- The early years curriculum provides a range of exciting and stimulating activities which are adapted regularly to respond to the needs and interests of children. It is planned effectively to make full use of the well-organised outdoor areas referred to as the 'outdoor classrooms'. For example, some children were working in the 'maths hub' weighing stones to decide which was heaviest, while others practised their early reading skills in the 'phonics hub'. All showed great levels of enjoyment and concentration throughout.
- Parents feel welcome in school. They hold positive views of the teaching and care their children receive. The workshops provided by staff are considered useful and enable parents to help their children learn at home.
- Leaders make sure that children are kept safe. Daily checks for possible risks to children are made on equipment and all areas of the setting.



## 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>	106420
<b>Local authority</b>	Wigan
<b>Inspection number</b>	462293

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>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel Norkus
<b>Headteacher</b>	Andrew Hunt
<b>Date of previous school inspection</b>	25 June 2013
<b>Telephone number</b>	01942 726059
<b>Fax number</b>	01942 726897
<b>Email address</b>	enquiries@admin.golborneprimary.wigan.sch.uk

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