

Gorsefield Primary School

Robertson Street, Radcliffe, Manchester M26 4DW

Inspection dates

10–11 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Since Forward As One Church of England Academy Trust started working with Gorsefield Primary School, leaders have made many improvements to the quality of education that pupils receive. Standards are rising and most pupils make good progress throughout the school.
- The principal has successfully built a strong staff team whose members are committed to improving pupils' outcomes.
- Most middle leaders are relatively new to their roles. They are driving improvements in their areas of responsibility and this is raising standards across subjects.
- Pupils' strong progress is the result of good teaching. Lessons are well planned and many include a rich variety of activities. Arrangements to check how well pupils are learning are robust.
- Children make a positive start to learning in early years. Effective teaching and support ensure that children make accelerated gains in their skills and knowledge from starting points that are broadly below those typical for their age. The youngest children are confident and enjoy school and are well prepared for Year 1.
- Reading is improving. Phonics is taught effectively and pupils enjoy their guided reading sessions. However, achievement in reading at key stage 2 is variable.
- The curriculum is good and ensures that all aspects of pupils' personal development are provided for.
- The support for vulnerable pupils and those who have special educational needs (SEN) and/or disabilities is highly effective and nurturing. As a result, they make good progress.
- Disadvantaged pupils make good progress. Effective use of the pupil premium funding means that disadvantaged pupils are effectively supported to achieve well.
- Expectations of what the most able pupils can do are sometimes too low. This is evident at key stage 2, where the most able pupils do not always achieve as well as they should.
- Members of the local advisory board are fully committed to improving the quality of education. Governors are effective and hold leaders to account for pupils' achievement.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that the most able pupils are sufficiently challenged in all lessons and across all subjects, so that by the end of key stage 2 more are achieving at the higher standard.
- Improve further progress and outcomes in reading at key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal has high ambitions for the school and is well supported by an effective leadership team. Leaders work closely with governors, who share a detailed knowledge of the school's strengths and of the areas that still need to improve. Senior leaders have established consistently high expectations of most pupils' learning and behaviour, which underpin all aspects of the school's work. This ensures that the school is well placed to continue to improve in the future.
- Leaders have established a friendly, welcoming and hard-working atmosphere in the school. There is a positive ethos and a strong team of staff whose members are fully committed to improving the school.
- The roles and responsibilities of middle leaders have been strengthened so that all teachers make an effective contribution to school improvement. Leadership is shared widely and the different skills of individual staff are used effectively to secure improvements in the quality of teaching and learning across the school. Leaders at all levels are appropriately held to account by governors to improve outcomes for pupils.
- Leaders have established consistent procedures for tracking the progress of individual pupils and groups of pupils. They have set up robust systems to discuss and support the progress of any pupil who is at risk of not doing their personal best. This has played a key role in ensuring that teachers and governors are clear about how well different groups of pupils are learning, including disadvantaged pupils and the most able. This information has highlighted the need to ensure most-able pupils make better progress.
- All staff benefit from well-targeted professional training with robust monitoring and evaluation of the quality of teaching. The principal has successfully created a learning culture where all staff are willing to challenge themselves and each other. Staff constantly reflect on what works well and what is less effective.
- The school has a robust approach to performance management. Performance management targets are clearly linked to pupils' progress and attainment. Support has been given where teaching is weaker and this has had a marked impact on improving the quality of teaching.
- Pupils benefit from a broad curriculum that has been well planned to ensure that there is appropriate breadth and balance across all subjects. A wide range of carefully planned additional activities, including visits and clubs, makes a valuable contribution to pupils' enjoyment of school.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are active links to understand all faiths and cultures. For example, pupils have opportunities within the curriculum to learn about Islam and Judaism. Assemblies are appreciated by the pupils who learn about issues such as refugees and radicalisation. There are regular visits by the vicar from the local church and pupils have the opportunity to learn about all faiths. Pupils are respectful of one another and have a good understanding of diverse cultures and faiths.
- Pupils have a good understanding of the democratic process and a respect for law and

order. They value the contribution that different communities make to British life. These opportunities are woven into the curriculum and are supported effectively by the school's own values. For example, the curriculum reinforces pupils' growing understanding of mutual respect and tolerance.

- The funding for pupils who have SEN and/or disabilities is used very effectively to ensure that the diverse needs of this groups of pupils are met well.
- Leaders make astute use of the additional government funding to support disadvantaged pupils. They check effectively on the achievement of these pupils and put in place additional support for any at risk of falling behind. For example, funding is used particularly effectively to support pupils to develop their language and communication skills. As a result, disadvantaged pupils make good progress. They reach similar standards to the other pupils in the school and nationally.
- The primary physical education and sport premium is spent effectively. Specialist teachers deliver high-quality physical education lessons. Additionally, pupils benefit from access to a wide variety of after-school sports clubs, competitive events and activities. As a result, more pupils participate in a wider range of sports.
- All within the school community appreciate the support provided by the multi-academy trust, which provides resources, specialist teachers and effective training programmes for staff. The trust enables teachers to work closely with colleagues from other schools, including St Paul's Church of England Primary School. This has improved the quality of teaching, pupils' outcomes and the leadership of the school.

Governance of the school

- Forward As One Church of England Academy Trust works effectively and provides strong challenge to leaders about the quality of the school's work.
- Governors understand that pupils' achievement should be the main focus when awarding pay increases for teachers and the principal. They have put in support where teaching has been weaker. This is to ensure that the quality of teaching for all pupils is consistently good across the school.
- Both the pupil premium funding and physical education and sport funding are managed efficiently under the governors' scrutiny. They review the use of the pupil premium effectively to ensure that disadvantaged pupils achieve well. While they understand the need to further improve achievement in reading, they have been less robust about ensuring that the most able pupils achieve as well as they should.
- Governors ensure that their statutory responsibilities, especially in safeguarding pupils' welfare, are fully met and effective.
- All governors are keen to develop their skills through training. There is a keen desire to evaluate and improve their own practice.

Safeguarding

- The arrangements for safeguarding are effective.

- Leaders have created a culture where safeguarding is seen as everyone's responsibility. Consequently, all staff know what to do if they have concerns about any pupils' welfare.
- All staff understand their obligations for safeguarding and this is emphasised throughout the school's work as well as in lessons. The curriculum provides regular opportunities for pupils to learn about and understand how to keep themselves safe.
- Leaders and staff follow correct procedures to ensure that pupils are safe. They take appropriate action and communicate with outside agencies when necessary to follow up concerns.
- Leaders ensure that recruitment checks are rigorously maintained. All members of staff are checked for their suitability to work with children.
- There are regular safeguarding training updates for all staff and governors and those new to the school. Staff are aware of the key messages of government guidance on keeping pupils safe in school.
- Pupils say that they feel safe and nearly all parents and carers who responded to Ofsted's online questionnaire, Parent View, agree.

Quality of teaching, learning and assessment

Good

- The quality of monitoring carried out by the leadership team has resulted in improvements to the quality of teaching and assessment across the school. The impact of these improvements is evident in the work in pupils' books, visits to lessons, discussions with pupils and the school's own regular checks on the quality of teaching.
- Strong relationships between staff and pupils make a real contribution to the progress pupils make in their learning. From a very young age, children are taught how to be resilient and they persevere when they are challenged in their learning. Pupils respond enthusiastically to teachers' questions because they know that teachers value what they have to say. Pupils readily discuss and share their ideas and this helps to deepen their knowledge and understanding.
- Pupils' achievements in writing are improving over time, linked to stronger teaching. Evidence in pupils' books shows that the teaching of writing effectively incorporates spelling, grammar and punctuation skills. Teachers ensure that pupils have plenty of opportunities to produce extended pieces of writing across the curriculum to improve their writing skills.
- The quality of mathematics teaching is good. Pupils are making greater progress as teachers rigorously check on pupils' understanding and set them appropriate next steps for learning. Pupils are encouraged to develop and use their reasoning skills by solving increasingly complex mathematical problems.
- The teaching of reading has been revised and strengthened. The teaching of phonics is a strength of the school. Scores in the Year 1 phonics check are in line with the national average. School leaders have reviewed teaching provision and introduced focused sessions on key reading skills. However, while pupils are benefiting from these sessions, pupils at key stage 2 do not get sufficient opportunity to read independently to enhance their confidence and fluency.

- Teaching assistants are deployed successfully. Teachers involve them in planning the curriculum, so that they understand the content of the lessons. They are well informed about the needs of particular pupils, especially those who have SEN and/or disabilities. Consequently, when working with this group of pupils, they intervene well to support learning.
- The most able pupils are enthusiastic to learn and complete tasks sensibly when teachers set them work to do on their own. They sustain their interest to complete the activities they are given. At times, teachers do not challenge these pupils enough. They are expected to complete similar tasks to the others before they move on to more challenging work. As a result, the pace of their learning is diminished and progress slows.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff and pupils work well together to ensure that all in the community feel valued and respected. There is a very positive atmosphere and pupils appreciate the effort of their teachers to make school a happy, secure and interesting place.
- Pupils are given significant opportunities for their personal and welfare development. Pupils in the school who are elected as young leaders are given responsibilities during the school day and display growing levels of maturity. As prefects and playground leaders, they support the younger children. They do this with great pride and appreciate the importance of the role they play.
- The curriculum provides pupils with opportunities to learn about effective life skills and knowledge to live a healthy life. As a result, pupils have a good understanding of things such as healthy diet, and that inappropriate relationships could be to the detriment of their mental and physical well-being.
- The school welcomes all members of the school community. This is evident in the work that all within the school community do to support the 'rapid risers'. These pupils, who have found it difficult to settle in other schools, are well supported by high-quality nurture programmes and are challenged to improve their behaviour and academic progress. The result of this is that this group of vulnerable pupils are making outstanding progress in emotional well-being and basic speech and language skills.
- Parents, staff and pupils say that incidents of bullying are rare, a view confirmed by school records. Pupils are aware of all types of bullying. They are concerned to ensure that no cyber bullying takes place. Older pupils value their role as e-cadets and play a key role in helping others to recognise dangers on the internet.
- School leaders are effective in ensuring that all vulnerable pupils and their families receive the appropriate level of support. The arrangements for reporting any concerns regarding pupils' welfare are extremely robust. Subsequent action often involves a number of different agencies working together to ensure that pupils are kept safe from harm and able to attend school regularly in order to learn.

- Most parents agree that pupils are well looked after and safe at Gorsefield Primary School.

Behaviour

- The behaviour of pupils is good.
- Pupils are rightly proud of their school. They all wear their uniform with pride, present their work neatly and try their best to please their teachers. Pupils conduct themselves extremely sensibly around the school, holding doors open for visitors and each other. They play together happily during breaktimes, and are polite and courteous and treat each other with respect.
- In classrooms, pupils' behaviour is typically good. Pupils often support each other's learning well when working in pairs and groups. Pupils listen attentively, ask interesting questions, and show great respect for their teachers and peers. They value the rewards they are given for good behaviour and hard work. Pupils' good behaviour and positive attitudes to their learning are a significant factor in the improved progress that they are now making.
- Leaders give pupils' attendance a high priority. They have implemented a range of successful initiatives to encourage pupils to attend regularly. As a result, pupils' attendance overall has improved and is currently in line with the national average.

Outcomes for pupils

Good

- The children make a good start to their school life and enter Year 1 with a good foundation in all the areas of learning. At key stage 1, pupils are confident and continue to make good progress in their learning. At the end of key stage 1, pupils are attaining broadly in line with expectations for their age in their reading, writing and mathematics.
- Progress is good in key stage 2. In 2017, at the end of key stage 2, attainment was at least in line with the national average in writing and mathematics, but below in reading. Leaders have taken action to ensure that reading standards are better this year, and current pupils across the school are making good progress from their starting points in reading. Year 6 pupils have been targeted to ensure that they achieve their potential in reading. During the inspection, it was evident that some of these pupils lacked fluency in their reading skills.
- Work in pupils' books show that pupils are confident writers. They make good progress with their basis skills and present their work neatly. In mathematics, many are working at the level expected for their age, showing skills in application and reasoning. Pupils leave the school well equipped with the necessary academic skills to be fully ready for the next stage of their education.

- The progress of the most able pupils is more variable than that of other pupils. These pupils thoroughly enjoy a challenge and show resilience and a good capacity to work things out for themselves when work is pitched at the right level. Sometimes, expectations of the most able pupils are still too low for them to make consistently good progress. Tasks they are given sometimes lack the challenge they need to achieve well.
- At the end of key stage 2, the progress made by disadvantaged pupils is equal to that of other pupils nationally. Leadership has had a good impact on improving the achievement of disadvantaged pupils across the school. There is swift identification of disadvantaged pupils who might not be making enough progress. Effective support is quickly put in place to strengthen their progress.
- Pupils who have SEN and/or disabilities make good progress. Their needs are quickly identified by staff and they are supported effectively in their learning. A number of parents told inspectors that they were pleased with the way that the school helped their children to succeed.

Early years provision

Good

- Typically, children enter Nursery with levels of skills, knowledge and understanding which are below, and often significantly below, those typical for their age. Children are exceptionally well supported and make good progress from their varying starting points. The proportion of children achieving a good level of development at the end of the Reception Year in 2017 was broadly in line with the national average. As a result, children are well prepared to enter Year 1.
- Leadership is effective. Staff are totally committed to the children in their care and it is very much a team approach. The leader, alongside colleagues, carefully checks the impact that learning activities have on children's progress. High-quality records of children's progress are used to celebrate the children's achievements and address weaknesses in both the provision and in children's learning.
- Children are keen to participate in learning activities because teachers are inventive with their approaches. They make learning fun and highly stimulating and, as a result, inspire and challenge the children. Opportunities to solve problems at an early age equip children extremely well for their future learning. They show confidence in exploring learning with their friends in a rich and imaginative environment. Children make good use of the outdoor and indoor learning environments to develop curiosity and imagination.
- Staff know the children well and have ensured that the welfare requirements of early years are met. Children are supported to be ready and willing to learn. Rules and routines are established quickly so that children settle promptly and respond well to their teachers' expectations of behaviour.
- The development of communication and language is a priority for many children and starts in Nursery. During the inspection, the children in the Nursery and Reception classes were encouraged to develop key sounds and letter formation. The teachers were highly skilled and the response of the children was excellent. Throughout early years, the children develop their reading, writing and communication skills well because adults model sounds, letters and words accurately for them. Teachers give

children plenty of opportunities to practise reading and writing, and encourage them to talk about what they are doing.

- Leaders make effective use of the extra funding for disadvantaged children and children who have SEN and/or disabilities. The money is targeted at an individual level to ensure that any barriers to learning are addressed. Individual plans for both groups of children are effective in helping good learning to take place throughout the year.

School details

Unique reference number	141673
Local authority	Bury
Inspection number	10042420

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	Board of trustees
Chair	Phil Breakell
Principal	Ruth Onyekaba
Telephone number	0161 725 9750
Website	www.gorsefieldprimary.school
Email address	office@gorsefieldprimary.school
Date of previous inspection	Not previously inspected

Information about this school

- Gorsefield Primary School is larger than the average-sized primary school and converted to an academy in April 2015. The school is part of the Forward As One Church of England Academy Trust.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The proportion of pupils from minority ethnic backgrounds is below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who receive SEN support, or who have a statement of special educational needs or an education, health and care plan, is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of key stage 2.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. In addition, inspectors listened to pupils read.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Meetings were held with a group of pupils, the chair of governors, a representative from the academy trust and school leaders.
- Inspectors looked at a wide range of school documents, including the school's own information on pupils' current and recent progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning, and records relating to behaviour, attendance and the safeguarding of pupils.
- Inspectors spoke to parents at the school gate. In addition, they took account of Parent View free-text responses and 22 responses to the online questionnaire. They looked at the 36 responses from the staff questionnaire. There were no responses from the pupils.

Inspection team

Andrew Morley, lead inspector	Ofsted Inspector
John Daley	Ofsted Inspector
Doreen Davenport	Ofsted Inspector

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