



# Gilded Hollins Community School

Inspection Report

**Unique Reference Number** 106431  
**LEA** Wigan  
**Inspection number** 277558  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Mr Mike Hewlett CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	St Helens Road
<b>School category</b>	Community		Leigh
<b>Age range of pupils</b>	4 to 11		Lancashire WN7 3PQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01942 678903
<b>Number on roll</b>	215	<b>Fax number</b>	01942 680695
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Penny Martin
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mr Stan Higginson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 277558
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized primary school and most pupils come from the surrounding area. Only a small proportion, around 5%, has learning difficulties and/or disabilities with a smaller proportion receiving free school meals. Both of these figures are well below national averages. The overwhelming majority of pupils are from White British families and all have English as their home language.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Gilded Hollins is a good school with some outstanding features. This judgement matches the school's own view of its effectiveness and that of parents and pupils. Standards are high, well above those found in schools nationally, and pupils make good progress. Standards and quality of the provision in the Foundation Stage are similarly good, although the school's own evaluation recognises that further improvements are needed in this part of the school. Pupils' personal development is outstanding. They enjoy school, have very positive attitudes and behave exceptionally well. The rich curriculum is packed with experiences that fully engage the learner. It provides many opportunities for pupils to work creatively and they are beginning to understand key elements of healthier lifestyles. There are strong links with parents and other agencies that contribute to the good care for pupils. The school is well led and managed by the headteacher and deputy, effectively supported and challenged by a knowledgeable governing body. Self-evaluation is accurate, recognising the right priorities. These include the need to increase the pace and challenge in some lessons, incorporate information and communication technology (ICT) more regularly into class based work and raise the quality of all the teaching to that of the very best. School leaders are committed to the safety and well-being of all the pupils. They make good use of assessment information to plan future work. The school has made good progress since the last inspection and school leaders have a clear understanding of what needs to be done to improve still further. The school gives good value for money.

### What the school should do to improve further

- Provide more pace and challenge in some of the teaching, particularly for younger pupils.
- Increase the proportion of good and outstanding teaching in all year groups.
- Ensure pupils in all classes benefit from class based ICT to support their learning.

## Achievement and standards

### Grade: 2

The school judges achievement and standards as good and parents and pupils hold similar views on the performance of the school. Inspection findings confirm that this is an accurate picture.

Pupils start school with skills that are above average and they settle quickly. They make good progress in all years and the rate of progress increases as they move through the school. This means that by the time they leave in Year 6, standards are well above average. These high standards have been maintained over many years and continued with the 2005 test results. Targets set by the school are very challenging and are generally met. One of the reasons for its success is that pupils' results and overall performance are carefully analysed, with lessons learned used to make changes where necessary. For example, despite Reception and Year 1 pupils doing well, more emphasis

is being placed on the pace of some activities to make sure they do even better. The school agrees there is room for these pupils to be challenged even further.

Pupils with learning difficulties and/or disabilities make similarly good rates of progress as other pupils. This is because the work they are given is carefully tailored to their needs.

## **Personal development and well-being**

### **Grade: 1**

Inspectors disagree with the school's modest evaluation of its work in this area and consider it to be outstanding.

The school has a strong family atmosphere, evident in the excellent relationships that prevail and in the care the pupils show for each other. Older pupils help and support younger ones as play leaders and as learning partners. The simple school rules are, as the pupils told us, 'based on respect' and are reinforced in the curriculum and assemblies. Pupils develop good self-confidence and a sense of community responsibility. Behaviour is exemplary; attendance is very good. Pupils collaborate productively with each other in lessons and this has a positive impact on their progress. They feel the school takes their views seriously, and can give examples of suggestions they have made that have brought about improvements, such as the provision of a quiet area outdoors at playtimes. They enjoy fund-raising activities, and are currently sponsoring a disadvantaged child in the third world, making them very aware of the needs of others. They make positive lifestyle choices and are becoming aware of the risks around alcohol and substance abuse. An impressive range of sporting activities, in and outside school hours, supplements the physical education curriculum.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils' interest is engaged in their lessons and they are encouraged to strive for excellence. 'We have to work hard but the teachers make our lessons fun', said a pupil in Year 3 and this sums up the school's approach to learning. Teachers and teaching assistants combine well, employing a good range of strategies to ensure that different learning styles are catered for. In the majority of lessons, there is good challenge for all ability levels and the pace of learning is well maintained. In occasional lessons, particularly in the early years, the level of challenge is not matched well enough to pupils' needs. Consequently, progress is slower. Similarly, ICT is often used very well to support teaching and learning, but the school recognises that it needs to be organised more consistently. Assessment is carried out rigorously and systematically through the year and the information gained from this is used well to plan future work. Good support is given to pupils with learning difficulties and/or disabilities which helps them to make good progress. Their individual education plans are well crafted, based on an accurate diagnosis of need and subject

to regular review. Parents and the pupils themselves play an important part in the review process.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum which is exciting and well balanced, meeting the needs of all its pupils. There is a sensible balance of knowledge and skills and pupils' differing needs are taken into account in planning learning activities. Pupils know how they can improve and have a good understanding of their personal objectives both in lessons and over the longer term.

An exceptional range of extra-curricular activities and clubs significantly enriches the curriculum and includes a very strong focus on sport and the arts. This contributes to pupils' awareness of how they can remain fit and healthy. Their understanding of cultures different to their own is well provided for through religious education, as well as in art and music. Provision for gifted and talented pupils is excellent and numerous opportunities are available for pupils to work in teams and collaborate. This helps them to develop good levels of self-confidence.

## **Care, guidance and support**

### **Grade: 2**

The school cares for its pupils well. Parents value its secure and happy ethos and are delighted with the high standards that the pupils reach. Pupils with learning difficulties and/or disabilities make good progress and are well supported in class. Their progress is carefully tracked and recorded and the data gained are used to good effect in target setting. Homework diaries and progress books are used well to keep parents informed. They appreciate this and work in effective partnership with the school to help the pupils to reach their targets. With the support of their teachers and the very effective teaching assistants, the pupils are learning to assess their own progress and to evaluate their work. Child protection, safe recruitment, site security and risk assessment procedures are all in place. The school has long established and effective links with the local high school and, as a result, pupils are well prepared for transition to secondary education.

## **Leadership and management**

### **Grade: 2**

The school judges leadership and management to be good and evidence gathered during the inspection confirms this is accurate. Parents share this view and talk very positively about the work of the headteacher and his deputy. They feel the school is approachable and that it listens to and acts on their suggestions. 'Since my daughter transferred here, her education has been transformed for the better', said one parent. The school has successfully created an environment where achieving high standards is at its heart whilst still promoting a caring school.

All areas of leadership and management are regularly monitored. The school's self-evaluation is good, providing it with a clear direction and allowing for accurate and challenging targets to be set. It also highlights areas that need to be improved, such as ironing out some inconsistencies in teaching and making better use of ICT to support pupils' learning. Although the school monitors teaching and learning well, there is still scope to improve elements of the more average lessons to match the standard of the very best.

The governing body is well informed and knowledgeable. It challenges and supports the leadership team very well, for example, making sure that high budget balances can be explained and that available resources are used effectively to have maximum impact on teaching and learning. Following good improvement since the last inspection, the school has a good capacity to improve still further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, a team of inspectors visited your school recently to find out if your school is giving you the education you should receive.

Thank you very much for making us so welcome. We really enjoyed talking to you and finding out about what you enjoyed doing.

Some of the things we really liked were:

- the high standards you achieve
- how keen you are to take on responsibilities, help to make decisions about your school and care about one another
- your behaviour and attitude to work which are outstanding
- the welcome everyone gives to children who are new to your school
- the excellent range of clubs and activities that are provided for you.

We were very impressed with what we saw. The adults in your school have already spotted what needs to be done to improve even further and we agree with them. These things include making sure that all of the teaching in school is as good as the best teaching we saw and organising ICT better so that it can help you to learn in the classroom.

Thank you for helping us so much with the inspection of your school. We hope you will carry on enjoying learning and helping your teachers to improve Gilded Hollins Primary School.