

Golborne Community Primary School

Inspection report

Unique Reference Number	106420
Local Authority	Wigan
Inspection number	336670
Inspection dates	6–7 July 2010
Reporting inspector	Kathleen McArthur

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Mr Chris Leech
Headteacher	Mr Paul Ryan
Date of previous school inspection	11 January 2007
School address	Talbot Street Golborne Warrington WA3 3NN
Telephone number	01942 726059
Fax number	01942 726897
Email address	headteacher@admin.golborneprimary.wigan.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons were observed and 14 teachers seen. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at lesson planning, pupils' books, documents relating to safeguarding, school assessment records and data, plans for future development and external reviews of the school's work. Questionnaires returned by pupils, staff and 89 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress, particularly for pupils in Key Stage 2, more-able pupils and those identified as gifted and talented
- pupils' involvement in target setting and assessment so they know how to improve their work
- the involvement and effectiveness of leaders and managers in promoting school improvement
- whether community cohesion arrangements promote pupils' awareness of cultures other than their own and lifestyles beyond their own community.

Information about the school

The school is larger than most, and stands in extensive, well maintained grounds. The proportion of pupils known to be eligible for free school meals is a little above that found nationally. Virtually all pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is just below national average.

The school holds a local authority award, Quality and Standards for the Early Years Foundation Stage, was 'School of the Year' in 2008 and has Healthy School status.

A Children's Centre adjoins the school building. The school and Children's Centre nurseries share the outdoor area and learning activities planned by school staff. The Children's Centre was not part of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils are happy, safe and well cared for. A pupil comment, 'The school caters to your exact needs. It makes you feel special,' demonstrates leaders' vision and aims. Effective self-evaluation procedures provide accurate information, enabling all leaders and managers to prioritise areas for development. This has resulted in good improvement in progress and in the quality of teaching and learning. Staff morale is high and a strong team ethos is seen in the way the teams have cooperated to develop the curriculum. There is good capacity for further development, and the school gives good value for money.

Achievement is good and standards are broadly average. Children make a good start in the Early Years Foundation Stage. Pupils' good behaviour and attitudes to learning contribute to their good progress throughout the rest of the school. A major focus on writing has successfully raised standards in English, but actions to boost standards in mathematics are taking longer to have an impact. Good teaching stimulates pupils' interest and curiosity and challenges them all to reach higher levels, especially the more able. Extra activities are provided for those with additional gifts and talents, often in partnership with other local schools. Assessment systems provide clear progress information for staff to direct additional support where needed. However, staff do not always make full use of this information to target gaps in pupils' mathematical knowledge. Pupils know their individual targets and a good marking system shows them how to improve their work. This is particularly effective in English, but is not used consistently in mathematics. Staff do not always ensure that pupils act on oral or written feedback about how to improve their work.

Good arrangements for the promotion of equal opportunities ensure that pupils with special educational needs and/or disabilities progress at the same rate as their classmates. French, music and residential experiences and popular after-school and lunchtime clubs are examples of the good range of activities that enrich the curriculum. Community cohesion arrangements ensure the school understands the needs of the local community, but give pupils only limited awareness of other communities beyond their own.

What does the school need to do to improve further?

- Raise attainment in mathematics, by:
- – using assessment information more precisely to target gaps in pupils' knowledge
- – using marking and feedback more consistently to make pupils aware of the next steps in their learning

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- – ensuring that pupils act on that feedback.
- Extend pupils' knowledge of other lifestyles and communities beyond their own.

Outcomes for individuals and groups of pupils**2**

Enthusiastic attitudes and good behaviour in lessons show that pupils enjoy their learning. Activities are often met with excitement, for example, the 'Banana Song' that opened a multiplication activity in Year 3. Good relationships were observed throughout the school. Pupils respond well to staff and cooperate happily with each other when working in groups. They usually present their work neatly and with care.

Lessons observations and the work in pupils' books show all groups make good progress throughout the school. School data shows that actions to remedy previously slower progress in lower Key Stage 2 have successfully accelerated progress. Some examples of very rapid progress were seen, particularly in upper Key Stage 2. This is most evident in English, where varied and imaginative activities, such as the 'Dragons Convention' have inspired pupils so they write freely and confidently. Consequently standards have risen. However, standards in mathematics are lower than in English. Data analysis shows gaps in older pupils' mathematical knowledge and skills, and actions to remedy this have yet to impact fully.

Pupils are polite, friendly and most relate their experiences articulately. They have good understanding of the importance of caring for their health through diet and exercise. The school is regarded as a very safe place where all staff, including lunchtime staff, and friends all contribute. Pupils know how to keep themselves safe outside school or when using the internet. Although some feel that behaviour could be better, pupils do not regard bullying as an issue, and confidently explain that any problems are quickly sorted out. Pupils are happy to act as councillors, play leaders or monitors, but have limited opportunities to contribute to the local community. They demonstrate a good moral sense, are eager to help others through charitable work and know the importance of caring for the environment. They study world faiths and religions, but awareness of cultures other than their own is limited. Attendance is average. Pupils build a satisfactory basis for their future well-being, and one said, 'The school gives us the education and self-confidence we will need later in life'.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of lessons are well managed so pupils are attentive, behave and listen well. Interesting activities engage and motivate pupils, and staff ensure that they know what will be expected of them in each lesson. Good use of question and answer sessions and varied strategies, including the use of information and communication technology (ICT) ensure pupils of all abilities are involved and can contribute in class. Lesson planning varies and sometimes does not include work suitably adapted for different abilities. Good quality assessment systems give clear information about progress. Pupils say they know their targets, and teachers' marking tells them the next steps to improve their learning, through the 'pink and green' marking system. This is particularly effective in writing, but is not used consistently in mathematics or other subjects.

Thorough professional research has supported the new approach to the curriculum, based on linking subjects through themes such as 'Discovery' and 'Animal Kingdoms'. This is still at an early stage of development but has successfully boosted pupils' involvement in learning and accelerated their progress. Basic skills are fully covered, but ICT is not fully used as a tool for promoting learning across the whole curriculum. Suitable adaptations support pupils with additional learning needs. Thinking skills and philosophy extend learning, especially for those identified as more-able, gifted or talented. The personal development programme successfully helps pupils to develop emotionally and socially. A good range of outdoor equipment and imaginative use of the extensive school grounds provide pupils with many opportunities to further enhance their learning.

Pupils feel safe and secure and rightly say their school is 'bright and cheerful'. The

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welcoming ethos focuses on each pupil as an individual, reflected in good quality support for those with particular needs or who face challenging barriers to their learning. Well established links with external and professional agencies, often through the Children's Centre, benefit pupils and their families. Attendance is promoted with incentives and rewards. Effective transition arrangements ensure pupils move confidently between classes and on to the next stage of their education. The school has positive examples of sensitive support for vulnerable pupils as they move between schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders' drive and ambition are well embedded and firmly focused on improving provision and raising standards. Routine monitoring gives leaders a clear picture of teaching quality, but this is not always fed back to individuals. However, good levels of support empower staff to take responsibility for their own professional development needs. Governors bring valuable skills, links and local knowledge, enabling them to hold the school to account for its performance. Leadership is effectively distributed so all staff are all involved in reviewing provision. Comprehensive development plans, based on rigorous self-evaluation result in challenging yet realistic improvement targets. Priorities are clear and appropriate but plans are often lengthy, making them unwieldy to monitor. Equal opportunities are promoted well. All pupils have the opportunity to participate fully in all the school offers and there is no evidence of any discrimination. Good relationships with parents and carers provide further support for pupils, and the school reaches out to help families support their children's learning through courses, newsletters and meetings. A good range of partnerships extends pupil's academic and personal experiences, for example, drumming or extended activities for more-able, gifted and talented pupils provided through links with a neighbouring High schools. Safeguarding procedures are good and meet all requirements. Outdoor equipment is checked each day before pupils use it. The school emphasises raising pupils' awareness of caring for their own safety, with stranger danger and road safety talks and cycling proficiency courses. Community cohesion arrangements include visits by local Police Community Support Officers and some global links, for example, with schools in Africa and India. However, formal plans to evaluate provision and extend pupils' knowledge and understanding of communities and lifestyles different to their own are at an early stage.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start school with below average levels of skill. Many demonstrate well below average skills in the vital areas of communication and language and have limited knowledge and understanding of the world.

The strong ethos of care, welcoming environment and warm friendly relationships ensure that children feel safe, secure and ready to learn. Staff are good role models so children are friendly, and soon learn to take turns and share equipment. Good teaching and well planned activities capture children's natural curiosity and they enjoy investigating everything on offer. Language skills are developed informally through discussion and role play, and more formally in groups or whole-class sessions. Children make rapid progress in learning letter sounds for reading and early writing. Nursery children were busy packing their bags for an imaginary holiday but only a few could name the items they would need. Reception children enjoyed a reading game where they successfully read some challenging words, for example, 'starlight'. Sometimes, opportunities to develop language are missed, for example, at snack time. Large, whole-class sessions mean some children can become disengaged or distracted. Outdoor learning activities are always available and children are keen to be outside. Sometimes activities here lack focus, and plans to extend language or number skills through outdoor activities are vague and depend heavily on adult involvement.

Academic and personal development is continually monitored and assessed to ensure all children are making good progress, recorded in their 'Learning Journeys'. Parents and carers appreciate the 'open door' approach that encourages them to share in their

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child's learning experiences. Good leadership ensures that staff implement welfare procedures and meet the requirements for the Early Years Foundation Stage. By the end of the Reception class, most children reach the expected levels for their age and some are working at the next level.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About 25% of parents and carers completed questionnaires. Their responses were very positive and several commented very favourably about the staff and how they are welcoming and approachable. In particular, responses show:

- children enjoy school, are kept safe and helped to have a healthy lifestyle
- teaching is good and they are well informed about progress.

A very small minority felt the school did not accommodate working parents and carers, others felt there should be more extra-curricular activities. Inspectors found that 'parents evenings' start at 4pm and go on through the evening, and a good range of clubs are available after school and some lunchtimes. In addition, parents and carers have access to the before- and after-school club through the Children's Centre.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Golborne Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	66	28	31	2	2	0	0
The school keeps my child safe	62	70	25	28	1	1	0	0
The school informs me about my child's progress	42	47	45	51	2	2	0	0
My child is making enough progress at this school	49	55	36	40	3	3	0	0
The teaching is good at this school	49	55	37	42	3	3	0	0
The school helps me to support my child's learning	43	48	41	46	5	6	0	0
The school helps my child to have a healthy lifestyle	43	48	45	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	42	48	54	3	3	0	0
The school meets my child's particular needs	41	46	42	47	5	6	0	0
The school deals effectively with unacceptable behaviour	39	44	44	49	4	4	2	2
The school takes account of my suggestions and concerns	32	36	48	54	7	8	2	2
The school is led and managed effectively	38	43	48	54	3	3	0	0
Overall, I am happy with my child's experience at this school	54	61	32	36	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Golborne Community Primary School, Warrington, WA3 3NN

I would like to thank you for welcoming the team when we inspected your school. Everyone was polite, friendly and helpful, a credit to the school and your families. We could all see that you are proud of your school and appreciate all the outdoor equipment. Your parents and carers are pleased with the school because they know you are happy there. This is what we found.

- Golborne is a good school, with good leaders, managers and governors who make sure you are all well cared for and safe in school.
- The Nursery and Reception classes give you a good start to your education.
- Lessons are interesting. You are taught well so you make good progress, especially in English. I really enjoyed the presentation at the 'Dragon's Convention'!
- Some of you think behaviour could be better, but we saw you behaving well and trying to help others to do jobs around school.

A few things will make your school even better. We think you should reach higher standards in mathematics, so we have asked teachers to check carefully that you have all the skills you need; so look out for more practice in maths lessons!

We also think you need to know more about different ways of life outside the area where you live so we have asked the leaders to complete the plans for this.

It was a great pleasure to spend time with you all, so thank you once again.

Yours sincerely

Mrs Kathleen McArthur

Lead inspector

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