

Abram Bryn Gates Primary School

Lily Lane, Bamfurlong, Wigan, Lancashire WN2 5JT

Inspection dates

27–28 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders have not ensured that pupils make good progress across the school. It is too soon to see the impact of leaders' new arrangements on pupils' progress.
- Pupils do not have consistent opportunities to deepen their knowledge, skills and understanding across the curriculum.
- Middle leaders do not make enough difference to the quality of teaching and to pupils' progress in their subject areas.
- Leaders do not make sure teachers assess precisely enough pupils' learning in the foundation subjects of the national curriculum.
- In spite of some recent improvements in the quality of teaching, not enough pupils are making strong progress.
- Teachers do not consistently challenge pupils' learning so they make the progress of which they are capable.
- In key stage 2, pupils do not make as much progress in reading and mathematics as they do in writing.
- Although the school's data indicates an improving picture, pupils' attainment in key stage 1 is low. In the last two years, too few pupils reached both the expected and higher standard.
- Disadvantaged pupils in the school do not make as much progress as other pupils.
- Pupils' attendance is improving but is still below the national average.

The school has the following strengths

- Leaders are creating a strong, shared vision among staff for improving the school. They are tackling the legacy of underachievement and are now held more rigorously to account by governors.
- The proportion of key stage 1 pupils achieving the expected standard in phonics is above the national figure.
- Children in the early years learn successfully and make good progress. Staff prepare them well for the next stage of their education.
- The personal development, behaviour and welfare of pupils is a high priority in the school. Pupils are polite, confident and caring. They are enthusiastic learners.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by:
 - developing the skills and knowledge of all leaders to check and review the quality of staff's work and the impact of pupils' learning on outcomes
 - ensuring the assessment of pupils' progress in all subjects of the curriculum.
- Improve the quality of teaching and learning so that more pupils reach higher standards by increasing the challenge in activities for all pupils.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The quality of the school's effectiveness has slipped since the previous inspection. The quality of leadership, teaching and learning and the standards pupils achieve are inconsistent. The new headteacher and leadership team are starting to bring about improvement but it is too soon to evaluate the impact of their actions. The quality of teaching is variable. Some pupils are not learning well. The progress of disadvantaged pupils remains weaker than that of other pupils nationally.
- Leaders understand the strengths and weaknesses of the school. Leaders' self-evaluation, however, is too positive. They are beginning to address those aspects that need to improve. For example, leaders now make sure that teachers use assessments of pupils' learning to track their progress more carefully in reading, writing and mathematics. As a result of this, teachers use the information gained to guide their planning and to meet pupils' needs more effectively. This improvement, however, is recent and is yet to impact fully on pupils' outcomes.
- Leaders do not use the school's assessment system effectively to improve pupils' learning and progress across the curriculum. As a result, pupils are not routinely challenged. They do not make the progress they are capable of.
- Senior leaders have not fully addressed a recommendation made by inspectors at the previous inspection to improve the work of middle leaders. New senior leaders are beginning to sharpen the skills of teachers to lead different subjects and ensure that pupils throughout the school make best possible progress.
- Leaders have not made sure that the school's curriculum gives pupils sufficient opportunities to enjoy learning in a well-planned range of subjects. Leaders have plans in place to tackle this issue and have started to make improvements. For example, leaders have researched successful practice in developing pupils' studies across subjects, in partnership with other local schools.
- Leaders now check the quality of teaching and learning skilfully. This enables them to give teachers support where it is needed and to improve teachers' skills through careful feedback.
- The headteacher provides helpful support and guidance to the newly appointed special educational needs coordinator. Leaders make sure that pupils' needs are identified carefully. Pupils who have special educational needs (SEN) and/or disabilities now receive effective support due to planning and review of their learning. For example, staff provide intervention groups when they are needed, as well as individual support.
- Parents are very supportive of the school. They speak of the headteacher and staff with great respect. Almost all parents that shared their views with inspectors commented that their children are well looked after and feel safe in the school. A very large majority also responded that the school is led and managed well. Parents welcomed changes that leaders are making to improve the school.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are becoming caring and thoughtful young citizens. For example, in Year 3 pupils were encouraged to discuss difficult ideas such as, 'Where is God?' Leaders make sure that pupils'

understanding of British values and their importance are developed well. Recently, pupils took part in elections for the school council. This included pupils writing and delivering speeches explaining why other pupils should vote for them.

- Leaders have set ambitious plans for the development of sports in the school. Pupils now have many more opportunities to take part in team sports. Leaders are beginning to review the impact of sports provision more precisely.
- The new headteacher is correct in identifying that pupil premium funding is not making enough difference to the learning of disadvantaged pupils. In response, he has reviewed planned expenditure and set clear new priorities to improve support for these pupils.
- Leaders have been effective in raising standards in phonics. The number of Year 1 pupils achieving the expected standard is above the national figure.
- Leaders are starting to make good use of the support and help available to the school from the local authority. Leaders link more closely with other local schools to help bring about improvements at Abram Bryn Gates.

Governance of the school

- Governors are supportive of leaders and managers in their ambitions to improve the school. Governors speak highly of the new school leadership team. They are aware of the strengths and areas for improvement across the school and speak knowledgeably about them. For example, governors understand the need to improve the achievement of pupils in key stage 1.
- Governors now challenge the leaders of the school more rigorously. The information they review is clear and detailed. They are keen to see improvement in the school because they care passionately about pupils' education.
- Governors visit school regularly to check what they are told and are keen to improve their knowledge and skills even further to help the school to move forward.
- Governors take their responsibility for checking the safeguarding of pupils in the school seriously. They attend relevant training, including about the 'Prevent' duty. As a result of this training, governors understand their responsibilities clearly. The nominated governor for safeguarding has extra expertise in this area which she uses in her role.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and staff ensure that the school has a strong culture of nurturing its pupils. Staff care for pupils and give appropriate support where needed. Consequently, pupils say that they feel safe.
- Staff understand the school's arrangements for referring concerns about pupils to the designated safeguarding lead. Leaders are vigilant in recording any issues. They seek advice from external agencies whenever necessary.
- Leaders give staff regular access to up-to-date training about safeguarding.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because teachers do not routinely provide enough challenge for pupils to ensure good learning. Some pupils do not engage well when the level of challenge is not appropriate to their needs. When teachers do provide challenge, pupils' progress is more rapid. For example, in a Year 2 lesson staff challenged and supported pupils appropriate to their needs in writing activities. This helped the most able pupils to complete engaging and lively writing when they wrote postcards to their friends.
- Teachers are beginning to make better use of their assessments of pupils' attainment when deciding what extra help to provide. However, it is too soon to see the impact on pupils' progress.
- Some teachers do not quickly identify when pupils need support during activities. In some sessions seen, some pupils did not know what they should do next. As a result, on these occasions, time for learning was wasted and pupils' progress slowed. Where teachers keep a careful check on pupils and provide timely support when it is needed, progress is more rapid.
- Teachers do not routinely identify pupils who need encouragement to speed up the rate at which they work. This makes it harder for teachers to ensure that pupils' progress is as rapid as it could be.
- Teachers use questioning skills effectively to ensure that pupils' understanding is secure. For example, in Year 6 pupils' ability to solve problems using a formula in mathematics developed well because the teacher questioned and checked pupils' understanding carefully.
- Teachers have good subject knowledge and use this to explain concepts carefully, particularly in mathematics. For example, in Year 5 pupils' understanding of equivalent fractions developed securely because of the teacher's careful planning of activities.
- Teachers are now beginning to provide interesting opportunities for pupils to develop their writing skills across the curriculum. Year 2 pupils recently designed informative leaflets about Wigan. Year 4 pupils enjoyed writing letters to 'Barry the builder' in response to his letter about the environmental changes his building work would cause. In particular, pupils' handwriting has improved. This can be seen in the rapid progress made in pupils' books across the curriculum since September.
- Teamwork is good between teachers and teaching assistants to support pupils in activities.
- Staff are beginning to plan support for pupils' needs more carefully. With leaders, they are starting to review critically the impact of their work on improving pupils' learning.
- Staff set homework in line with the school's policy. Pupils have regular opportunities to practise their skills and reinforce their learning at home.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and staff help pupils to be happy and positive about learning. Pupils are given support when and where it is needed.
- Leaders place high importance on ensuring that pupils' emotional needs are met. The headteacher makes time to talk with pupils who may have difficulties in or out of school. Pupils say their teachers help to solve their problems when they arise.
- Pupils are ambitious and keen to do well. They know that school is important for their future. They say that they must try their best in every lesson. Pupils know how to check their own progress during activities. They feel able to go to their teachers when they need help.
- Staff encourage pupils to be caring citizens who are thoughtful about other people in their local community. For example, pupils spoke about their visit to sing Christmas songs to local residents. They also explained that they raise funds to help others in need.
- As a result of positive relationships in school, pupils are confident and speak highly of their teachers and headteacher. Adults take time to listen and respond to pupils.
- Pupils have regular opportunities to celebrate their success. They say the weekly award system is an important new feature of the school. Pupils' books show that they take great pride in the standard of their written work.
- Pupils are knowledgeable about British values. They speak confidently about democracy, the rule of law and respect for others. They understand how to respect others. Pupils say that when they have difficulties in their relationships, teachers encourage them to be calm and use talk to resolve problems. As a result of understanding these important values, pupils are being prepared well for life in the wider community.
- Pupils are encouraged by teachers to be confident and ambitious. In key stage 2, displays on classroom walls celebrate the values that learners need to be successful.
- Pupils speak highly of the changes their new headteacher is making to the school. They say they have many more opportunities to take part in team sports. They value their new opportunities to earn rewards for their hard work in lessons and wider activities.
- Pupils say they feel safe in school. They speak positively about how school helps them to be safe while online.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves in an orderly manner at all times. They are polite and friendly to all, including visitors to the school.
- Pupils are very respectful towards their teachers and each other. Breaktimes are happy

occasions and pupils are friendly.

- Pupils say the school council gives them a voice and that leaders and staff listen to them. Adults respect pupils' opinions.
- Disruptive behaviour by pupils is uncommon. Whenever issues arise, staff support pupils quickly and effectively. Leaders keep a close check on behaviour throughout the school. They make sure the exclusion of pupils is used only when necessary to create change in pupils' behaviour.
- Pupils' positive attitudes toward learning have a positive impact on the calm atmosphere in classrooms.
- Pupils' attendance at school is improving but remains below the national figure. Staff and leaders encourage and support pupils to improve attendance in a variety of ways. Pupils spoke enthusiastically about the rewards for excellent attendance.

Outcomes for pupils

Requires improvement

- Pupils across the school do not make consistently strong progress. This is particularly so in reading and mathematics in key stage 2. The proportion of pupils in key stage 2 working at greater depth in mathematics, reading and writing is rising. In 2017, compared with 2016, more key stage 2 pupils achieved and exceeded the expected standards in reading, writing and mathematics. However, not enough pupils are making as much progress as they should, including the most able.
- Pupils' attainment in key stage 1 is significantly lower in reading, writing and mathematics compared to national figures. Too few pupils achieve the expected standard and greater depth in these subjects; this is particularly the case for disadvantaged pupils. In 2016 and 2017, no disadvantaged pupil achieved greater depth in reading, writing or mathematics. In 2017, there was an increase in the proportions of pupils achieving greater depth in reading, writing and mathematics but these outcomes are still significantly below national figures. As a result, key stage 1 pupils are not well enough prepared for the next stage of their learning.
- Progress for disadvantaged pupils is inconsistent throughout the school. For example, in key stage 2 the proportion of disadvantaged pupils achieving the expected standard in writing is significantly lower than that of pupils nationally. Disadvantaged pupils' progress is slower than that of other pupils nationally in reading and mathematics.
- Some pupils are not developing a strong interest in reading. They do not talk with enthusiasm about books they have read. Some pupils say they do not read school library books regularly. Pupils do read fluently and with expression. Pupils in Year 2 are able to use their phonic knowledge and skills well.
- Pupils' progress is stronger in writing in key stage 2. In key stage 1, however, pupils' progress in writing is weak. However, due to the recent work of staff and leaders, current pupils' progress is improving in reading, mathematics and particularly in writing.
- Pupils who have SEN and/or disabilities make stronger progress in writing than in mathematics. Their progress in reading is weak.
- Pupils achieving the expected standard in the Year 1 phonics screening check was

above the national figure in 2016 and 2017.

Early years provision

Good

- Children's outcomes in the early years have been above the national figure since 2015. Children make good progress because of effective leadership and the partnership among adults in the setting. Disadvantaged children make similar progress to other children nationally.
- The early years leader ensures that adults have the support and training they need to improve their teaching; for example, how to question children carefully in group activities.
- Staff plan the curriculum carefully. For example, the Reception teacher includes children's interests through careful discussions before starting a new series of activities.
- Staff record children's progress carefully and use these assessments to plan activities. Children are supported well and their needs are met successfully.
- Children listen carefully to staff. They work cooperatively with each other. They encourage their classmates in their learning.
- Children's behaviour is good. Children display positive behaviour in both adult-led work and activities that they choose for themselves. For example, children worked cooperatively to set up their train station, discussing where to locate various items. Children encouraged each other outdoors in their hunt for numbers.
- Staff give children frequent and worthwhile opportunities to develop their ability to think and to talk. Children tell each other stories that adults have shared with them previously. Staff encourage parents to use homework to carefully support children's learning at school.
- Children enjoy visits to the local library. The early years leader makes sure that a wide range of library books is available for children. Staff use books skilfully to engage children in learning at the start of each new topic.
- Teaching is good; there is a strong focus on learning and preparing children for the next stage of their learning. Staff use a wide range of resources, both indoors and outdoors, to help children develop their writing and counting skills. Children enjoy regular activities aimed at developing their ability to control their hands and fingers. There are, however, missed opportunities to extend children's learning. For example, sometimes adults do not challenge children enough, an example being when they know their number bonds and recall them rapidly.
- Partnerships between staff and parents are good. The early years leader visits families at home to help ensure a smooth transition for children into the Reception class. Staff arrange visits for children to the school before they formally start their education.
- Teachers encourage parents to contribute to staff's assessments about children, either online or by sending in work completed at home. For example, children had made animal models at home that staff then displayed in the setting. This positive partnership with parents is contributing well to the good progress children are making.

School details

Unique reference number	106414
Local authority	Wigan
Inspection number	10042469

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Mrs Joanne Buckler
Headteacher	Mr Neil Liptrot
Telephone number	01942 866392
Website	www.bryngates.wigan.sch.uk
Email address	enquiries@admin.bryngates.wigan.sch.uk
Date of previous inspection	7–8 November 2013

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils who speak English as an additional language is below the national average. The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is above the national average.
- The school met the government's floor standards in 2017. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. Three observations were carried out jointly with the headteacher. In addition, inspectors scrutinised pupils' workbooks, took part in a series of short visits to lessons, discussed reading with a group of pupils in Year 2 and in Year 6 and listened to them read.
- Inspectors held meetings with a sample of pupils, the chair of the governing body and four other governors, the headteacher and other senior and middle leaders. Inspectors spoke with a representative of the local authority.
- Inspectors reviewed a range of documents, including information about pupils' progress, school improvement plans, minutes of governors' meetings, information about teachers' performance and external reviews of the school. An inspector scrutinised leaders' records relating to behaviour, attendance and safeguarding.
- Inspectors spoke to some parents in school and considered 43 responses from parents to Ofsted's online survey, Parent View. Inspectors considered responses from 10 staff to Ofsted's staff questionnaire.

Inspection team

Christine Howard, lead inspector

Ofsted Inspector

David Selby

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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