

Inspection of a school judged good for overall effectiveness before September 2024: Orrell Holgate Academy

Moor Road, Orrell, Wigan, Lancashire WN5 8SJ

Inspection dates:

28 and 29 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Gail Worrall. This school is part of the Rowan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Phil Rimmer, and overseen by a board of trustees, chaired by Andy Wilson.

What is it like to attend this school?

Pupils flourish at Orrell Holgate Academy. The curriculum fires their imagination. This makes them curious learners. Pupils, including those with special educational needs and/or disabilities (SEND), talk confidently about what they know and can do. They connect ideas from different subjects. They remember key knowledge very well over time. Pupils achieve exceptionally well across the curriculum. They are very well prepared for their secondary education.

Pupils are proud to belong to this school. They demonstrate very high levels of respect for one another. For example, they are empathetic if one of their friends needs a little help to remain focused. This is a school where pupils feel comfortable to be themselves. Pupils are friendly and well-mannered. They say that everyone is welcome at their school.

Pupils benefit from the range of clubs on offer. They enjoy art and craft, knitting, gardening and debating. Competition is encouraged and the school's netball and football teams have had recent success. There are many opportunities for pupils to develop their leadership skills and contribute to the life of the school. For example, the sports council encourages pupils to be active at playtime. They lead physical challenges and the 'sport of the week'.

What does the school do well and what does it need to do better?

Leaders at all levels have worked exceptionally well to address the areas for improvement that were identified at the school's previous inspection.

The school's curriculum is ambitious. The school has the highest aspirations for pupils' achievement. The subject curriculums set out clearly what should be taught and when. Staff are particularly skilled at checking pupils' learning. For example, they provide well-planned opportunities for pupils to recap what they have been taught previously before moving onto new learning. This enables staff to assure themselves that pupils have learned well. It also gives pupils the opportunity to connect previous knowledge to new concepts.

Early reading and phonics are given high priority. The school's phonics programme starts as soon as children begin in the Reception class. These children quickly acquire the phonics knowledge that they need to begin to read. As pupils move into key stage one, they become more fluent readers. Pupils who need additional support are helped to keep up with the programme. Pupils enjoy reading. In the Reception class, they enjoy listening to stories read to them by their teacher. Older pupils recognise why reading matters. They know that it is key to unlocking interesting information about the world around them. Pupils describe this as, 'learning to read and reading to learn'.

The school identifies effectively pupils with SEND. It ensures that these pupils get whatever it takes to help them achieve success. The school's work makes a real difference. These pupils achieve highly across the curriculum.

Pupils respond extremely well to the school's high expectations of their behaviour. Pupils are polite and courteous. They listen attentively in lessons to their teachers and have very positive attitudes to learning. Pupils move calmly around school. At breaktimes, pupils of all ages play harmoniously together. Some pupils need a bit more help to manage their feelings and behaviours. The school makes sure that these pupils get exactly what they need. Pupils are kind and accept the ways in which they might be different. They have a strong sense of right and wrong. The school's buddy system is particularly well liked by pupils. Older pupils work hard to support the youngest children in the school. Pupils get to know each other really well. They especially like knowing the names of pupils from across the school. This helps them to feel included and well cared for. Pupils attend school regularly. The school does all it can to support the small number of pupils who need to attend better.

The opportunities to develop pupils' character and promote their personal development are exceptional. Pupils understand the school's six values, such as resourcefulness and reflection. These values are woven through the curriculum. They are also part of the school's approach to rewarding positive behaviour. For example, Holgate heroes' badges are given for behaving well. These are coveted by pupils. Pupils develop their knowledge of fundamental British values. The school enriches pupils' learning with high-

quality experiences, including through a wide range of trips and visitors to school. The school's work helps to prepare pupils well for life in modern Britain.

The trust and local governing committee know the school well. They are committed to taking care of staff workload and well-being. Staff appreciate the school's efforts to support their workload. For example, the school provides staff with extra time to complete additional tasks.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Orrell Holgate Primary School to be good for overall effectiveness in November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143389
Local authority	Wigan
Inspection number	10348352
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trust	Andy Wilson
CEO of the trust	Phil Rimmer
Headteacher	Gail Worrall
Website	www.holgate.wigan.sch.uk
Dates of previous inspection	25 and 26 September 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Rowan Learning Trust.
- The school offers a breakfast and after-school provision.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils from Year 1 to Year 3 read to a familiar adult.
- The inspector met with the headteacher, the deputy headteacher and other leaders.
- The inspector met with the CEO and the chair of the trust. She also met with members of the local governing committee, including the chair.
- The inspector observed pupils' behaviour during lessons and breaktimes. She also spoke with pupils about their views of school life.
- The inspector considered the views of parents. She reviewed the responses to Ofsted Parent View, including the free-text comments. She also spoke to parents at the start of the school day.
- The inspector considered the views of staff and pupils who responded to Ofsted's online surveys.

Inspection team

Frith Murphy, lead inspector

His Majesty's Inspector

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