

Garswood Primary School

Inspection report

Unique Reference Number	104778
Local Authority	St. Helens
Inspection number	355628
Inspection dates	1–2 February 2011
Reporting inspector	Jane Millward HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Cllr S Murphy
Headteacher	Mrs P Potter
Date of previous school inspection	6 December 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twelve lessons were observed; nine teachers were seen and meetings were held with groups of pupils, members of the governing body, staff and representatives of the local authority. Inspectors observed the school's work, and looked at the school development plan, policy documentation, pupils' work, tracking data, plans for the curriculum, notes of visits by the School Improvement Partner, minutes of meetings held by the governing body, attendance data, the single central record of information held on staff, other safeguarding documentation and 119 parents and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils achieve in English and mathematics.
- How quickly improvements have been made to secure better outcomes for all pupils.
- How effective leaders at all levels have driven school improvement and if this has been sufficiently focused on improving outcomes for pupils.

Information about the school

Garswood is an average-sized primary school with the majority of pupils from White British backgrounds. The number of pupils known to be eligible for free school meals is low. The school has a lower percentage of pupils with special educational needs and/or disabilities than found nationally, including those with a statement of special educational needs. The school hold a range of awards, including the Healthy School status, the Activemark Gold, the Becta ICT Mark, the International School Award and the Basic Skills Quality Mark.

There is a breakfast club and after-school care run by the governing body. Since the last inspection, there has been significant turbulence in school, including the appointment of five new members of the teaching staff.

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?

3

The school's capacity for sustained improvement

3

Main findings

Garswood Primary School is a satisfactory school. Since the last inspection, the school has experienced a high degree of turbulence with regards to staffing. There is now a stable team which is bringing about the required improvements in order to improve outcomes for all pupils. There has been a strong emphasis on personal development and well-being and this is reflected in pupils' excellent attendance and their outstanding social, moral, spiritual and cultural development. The school provides outstanding care, guidance and support to pupils. Pupils say they feel safe and they adopt healthy lifestyles extremely well. The curriculum provides good opportunities for enrichment and the participation in sporting and musical activities is strong. For example, all pupils in Key Stage 2 are given the opportunity to learn to play a brass musical instrument. Pupils work cooperatively and make good contributions to the school and wider community.

Pupils make satisfactory progress and by the end of Year 6 attain levels that are broadly in line with national expectations. Pupils with special educational needs and/or disabilities also make satisfactory progress. Teaching quality is satisfactory overall but is inconsistent across year groups. There are aspects of highly effective provision where pupils are enthused to do well. However, this is not always the case and some lessons are incorrectly pitched, due to some shortcomings in the use of assessment and work being incorrectly matched to the individual needs of pupils.

The school has worked extremely successfully to involve parents and carers in the decisions within school. The pupils' voice is also strong and the school council are actively engaged in improving provision in school. Pupils talk positively about extra-curricular activities and the school works successfully to support learners and families who are potentially vulnerable.

The school has prioritised the raising of attainment and increasing rates of progress through accurate self-evaluation. The headteacher has focused on improving systems and procedures to check on pupils' progress. The school acknowledges it now needs to refine and increase the accuracy of management systems in order to aid raising attainment further, particularly in English and mathematics, and to ensure that aspects of teaching continue to improve. Inspectors found the quality of provision to be inconsistent across the school. Leaders have an accurate picture of the strengths and weaknesses in school and have correctly prioritised actions to improve. As such, the school is well placed to sustain and develop its success and has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment especially in English and mathematics by:
 - ensuring that data on pupils' progress are accurate and reliable
 - ensuring data from assessment are used more effectively by leaders and managers at all levels to monitor pupils' progress
 - ensuring that data are used by teachers consistently to plan activities which meet pupils' individual needs.
- Improve the quality of teaching and learning by:
 - ensuring that teachers draw more effectively on best practice in the school so that all lessons are consistently at least good
 - ensuring activities are well matched to the needs of all learners
 - ensuring teachers use assessment more effectively to support pupils' next steps in learning
 - ensuring enough time is dedicated to independent or group work rather than whole-class teaching.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and participate well in lessons. They respond positively to questioning and are confident to put forward their ideas. They are keen to do well, have good attitudes and demonstrate good behaviour at all times.

Knowledge and skills vary when children enter the school and overall are below what is expected for their age. By the end of Year 2, attainment is broadly in line with national expectations, although the proportion of pupils achieving the higher Level 3 is below the national average in writing. Attainment at the end of Year 6 is broadly average. The rate of pupils' progress is satisfactory overall leading to satisfactory achievement. There is no significant variation in the progress and achievement made by different groups of pupils. Pupils' high attendance and good behaviour impact well on their learning and they enjoy opportunities to take on extra responsibility. Pupils know how to keep safe and know that issues will be resolved by a very supportive school team. They fully understand the benefits of a healthy diet and exercise, and they very keenly participate in extra-curricular activities. Pupils make a difference to school life; for example, some interviewed potential contractors for improvements to the playground. They sing in the local community and enjoy raising money for charities, including the Willow Brook Hospice. Pupils' information and communication technology (ICT) skills are strong, they develop good team building skills and, together with their excellent attendance and good personal development, these attributes provide them with good preparation for their future economic well-being. Pupils' spiritual, moral, social and cultural development is outstanding. They have a shared and united view of important values and know the difference between right and wrong. They challenge racism and appreciate cultural diversity due to a clear set of personal values.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers manage pupils' behaviour well and relationships between adults and pupils are good in lessons. This contributes to pupils working well at the tasks they are set. Teachers use interactive whiteboards well to add impact and clarity to whole-class learning. In some classes, however, too much time is spent on whole-class teaching and too little on independent or group work and this slows the pace of learning. In the effective lessons, high expectations prevail and interesting activities motivate the pupils to succeed. This is not always the case and inspectors observed lessons where activities were not accurately matched to the needs of learners. While new assessment and tracking procedures are in place, they are not yet impacting fully on teachers' planning and the delivery of relevant and suitable tasks for all pupils.

The curriculum to support pupils' personal and social development is good. There is a good programme of after-school clubs, visits and visitors, including an annual residential visit. There are many rich and stimulating experiences linked to music and sport. Cross-curricular work is developed through a range of themes, for example, a project on the local environment.

Pupils are treated with sensitivity, respect and kindness, helping them to grow in confidence as they mature. Meeting the pastoral and personal needs of each pupil is a high priority of the school and the care, guidance and support it offers are outstanding. The school works extremely well with families and pupils and a broad range of agencies to

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ensure pupils' development and well-being are maximised. Embedded systems in school ensure excellent attendance and very good behaviour. The governing body provides before- and after-school care for pupils at the school. This facility is well regarded by those children who attend and it provides a safe and enjoyable haven for them.

These are the grades for the quality of provision

The quality of teaching	3
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	1

How effective are leadership and management?

The headteacher provides a strong sense of purpose for the school. Her vision of raising achievement for all groups of pupils, while embracing families and the community, is shared by the whole school. The leadership team is relatively new and the headteacher has galvanised support for a shared and united approach in order to move the school forward. There is a rigorous and comprehensive system to track the attainment and progress of all pupils. As a result, teachers are becoming more aware of pupils' attainment and, hence, are in a better position to intervene when pupils start to fall behind but the impact is only just beginning to be seen in pupils' higher attainment and better progress. The senior leaders have an accurate understanding of strengths and weaknesses and are beginning to develop robust procedures with a determination to improve outcomes for pupils. For example, to ensure that all teachers help pupils to achieve their full potential, a useful programme of meetings between the headteacher and each teacher has been introduced. In addition, teachers complete pupils' progress records on a termly basis and discuss where and when interventions are needed. The quality of teaching and learning is monitored half-termly. The school is in the early stages of sharing good practice and identifying the characteristics of more effective lessons, but leaders are aware of the need to refine developments and increase challenge where it is most needed. Difficult decisions have needed to be made in the past and the headteacher and the governing body have now stabilised and reinvigorated the workforce.

The governing body satisfactorily carries out its duties and takes a keen interest in school development. It provides sound support and appropriate challenge and is aware of the need to raise attainment. The school fulfils its statutory responsibilities for the safeguarding and protection of pupils with some well-developed risk assessment systems in place. Training for all members of staff is taken seriously. Leaders monitor and promote the equality of opportunity for all pupils. Actions have been taken to ensure that all groups of pupils achieve equally well, for example, topics were introduced to motivate boys to use their literacy skills and also to foster girls' mathematical understanding. There are highly effective links with parents and carers and the school seeks their views and acts accordingly. Highly effective work is carried out with those parents and carers whose

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young children are about to enter the Reception class. The school thoroughly evaluates its work with parents and carers.

All leaders and managers effectively promote partnership working and links with agencies are strong which support pupils' well-being and learning. The school contributes well to community cohesion and as a result, pupils' cultural development is well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage learn and develop well in relation to their starting points due to the good quality provision. Although there are variations in children's starting points, generally they enter school with below age-related expectations. They make good progress in all areas of learning and are active and able to work independently across a range of tasks, for example, wrapping and labelling presents for the puppet 'Kiki'. Children understand how to keep safe and show consideration to one another when playing and sharing resources. Good cooperation skills are encouraged through effective adult support. Teaching is engaging and effective questioning develops children's participation, language and social skills. Staff are vigilant and, as a result, safeguarding and welfare arrangements are good. Staff demonstrate a good knowledge of the Early Years Foundation Stage and provide an interesting and welcoming environment which stimulates learning. Partnerships with parents and carers are extremely strong and good exchanges of information support the children's learning. Training and resources are well managed and leaders, through accurate self-assessment, have identified very appropriate areas for improvement.

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

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

There was a better than average response to the parent and carers' questionnaire. The overwhelming majority of parents and carers are very happy with the school. Almost all consider the school keeps their children safe and that the school is well led and managed. One written comment summarised the view of many: 'Both my children really enjoy school. I feel that this is down to the teaching and support staff. I also feel the school is well led. Also both my children benefit from the wide range of after-school activities. My child is well prepared to move on to further education due to the excellent foundations.' Parents and carers who spoke to inspectors said they were pleased with the school and felt that the staff were approachable and that any issues were quickly resolved. A very small minority of parents felt the school did not keep them up to date with information about their children's progress and that their children were not making enough progress. The inspection team finds that the school has systems in place for dealing with pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garswood 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	61	44	37	1	1	1	1
The school keeps my child safe	82	69	37	31	0	0	0	0
My school informs me about my child's progress	46	39	61	51	10	8	0	0
My child is making enough progress at this school	46	39	58	49	11	9	0	0
The teaching is good at this school	52	44	62	52	3	3	0	0
The school helps me to support my child's learning	61	51	52	44	4	3	0	0
The school helps my child to have a healthy lifestyle	69	58	48	40	1	1	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)	50	42	49	41	6	5	0	0
The school meets my child's particular needs	57	48	53	45	6	5	0	0
The school deals effectively with unacceptable behaviour	45	38	59	50	7	6	0	0
The school takes account of my suggestions and concerns	46	39	63	53	6	5	1	1
The school is led and managed effectively	56	47	57	48	1	1	3	3
Overall, I am happy with my child's experience at this school	62	52	53	45	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



3 February 2011

Dear Pupils

Inspection of Garswood Primary School, Wigan, WN4 0SF

On behalf of the inspection team I would like to thank you for making us so welcome when we inspected your school recently. You were very helpful and polite and what you told us helped us with our findings.

We judged your school to be satisfactory. It is a safe and happy place to be, where you enjoy your learning. We were very impressed with your behaviour and you know a lot about healthy lifestyles and safety. You are keen to do well and try hard in your lessons. You enjoy the extra-curricular activities that school provides and you raise money for worthwhile causes. All the staff take very good care of you. They know you well and give you help and support when you need it. The care, guidance and support school staff give you is outstanding and, as a result, you make the best of the opportunities in school. Your school also has strong links with your parents and carers. Leaders improve school by listening to what they say.

It is my job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on two things in particular. These are:

- to make sure you achieve as well as you can especially in English and mathematics
- to improve the quality of teaching and learning.

We know that you will want to help in every way you can, so please continue to try hard in lessons and keep up your excellent attendance. I wish you every success in your education.

Yours sincerely

Jane Millward

Her Majesty's Inspector

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