

# Garswood Primary School

Hamilton Road, Garswood, Wigan, WN4 0SF

**Inspection dates** 31 October–1 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress because of good and often outstanding teaching. They enjoy learning and look forward to their lessons because they are interesting and challenging.
- Behaviour is a strength. Pupils are polite and look forward to their lessons.
- Pupils' attendance is high and they want to come to school. Their parents believe the school is effective and would recommend it.
- The school has moved forward rapidly and is continuing to improve. This is because leaders and governors are determined to raise standards. They make sure that pupils learn well and are cared for in an uplifting atmosphere of high expectations for every pupil.
- The headteacher is inspirational and staff share her ambition to move the school on even further.

### It is not yet an outstanding school because

- Teaching overall is not yet outstanding. It is never less than good in Years 1 to 6.
- Support staff, in the Early Years Foundation Stage, have not been fully trained in new framework arrangements to encourage children's independence and their language development.
- Opportunities for learning in the outdoor area in the Early Years Foundation Stage are not as good as those indoors.

## Information about this inspection

- The inspectors observed 17 lessons including two lessons jointly observed with the headteacher. In addition, inspectors made brief visits to lessons and heard pupils reading.
- The inspectors took account of 42 responses to the on-line questionnaire (Parent View).
- The inspectors held meetings with three governors, the headteacher, deputy headteacher, the special educational needs coordinator, the family support worker, the Early Years Foundation Stage leader and subject leaders.
- The inspectors looked at documents including: records of pupils' progress, examples of pupils' work, plans for improvement, governing body meeting records, pupils' attendance and behaviour records and documents related to safeguarding.

## Inspection team

Marie Cordey, Lead inspector

Additional Inspector

Kirsteen Rigby

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- There is a lower than average proportion of pupils supported through school action, and similarly a lower than average proportion of pupils supported through school action plus or with a statement of special educational needs.
- At the time of the inspection below average numbers of pupils were supported by pupil premium funding.
- The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Maintain the school's actions to further increase the proportion of outstanding teaching.
- Further improve the effectiveness of the Early Years Foundation Stage by:
  - providing more training for support staff to encourage children's independence and improve their language development
  - improving the range of learning in the outdoor area.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Reception class with a range of developing skills and most are at an earlier stage of development than would be expected for their age. They make good progress, and when they leave Reception nearly all children have reached levels in their learning that are in line with their age and some exceed this.
- Pupils in Years 1 to 6 make good progress from their starting points, and some make outstanding progress. Pupils who are supported through pupil premium funding make outstanding progress compared with national expectations.
- Disabled pupils and those with special educational needs make good progress. They are well-supported by knowledgeable and skilled teaching assistants who carefully plan with the class teacher how pupils will learn best.
- Pupils develop their personal and social skills well. They become confident and are keen to make the most of their time in school. Many are skilled at working out problems and thinking for themselves so that their independence grows with their maturity.
- Standards in writing, reading and mathematics are above average by the end of Year 6. Pupils' skills in writing have improved because the school has concentrated on teaching them exactly what makes writing good. They are interested in literacy. For instance, pupils were involved in the suggestion for a new library and they then took part in bringing this about; a well-stocked library is now staffed full time by a member of the local community.
- Staff expect all pupils to realise their full potential in all subjects. Because staff show pupils high respect they in turn respect each other and staff. Pupils are proud of their knowledge in a wide range of subjects. They are all keen musicians and are passionate about sport.

### The quality of teaching is good

- Staff are knowledgeable and use this knowledge effectively to challenge pupils to achieve above average levels of work. Disabled pupils and those with special educational needs are well-supported to become more independent and improve their skills in reading, writing and mathematics in particular.
- Good and often outstanding teaching matches activities in lessons to each individual for the most part and this enables pupils to learn well according to their interests and abilities. Examples of outstanding teaching matched work exceptionally closely and consistently to the needs of each individual pupil. In a mathematics lesson in the information and communication technology (ICT) area, pupils thrived because the work was precisely planned to move each of them forward.
- Regular and helpful marking ensures that pupils make the next steps in their learning. Examples of exceptional marking carefully checks, as a matter of course, that pupils act on the advice of their teacher. Pupils in all classes regularly comment on how best they can further improve their work and time is given for them to do this.
- Pupils are involved and keen to 'get going'. They learn best when they have lots of different activities to stimulate them, for example, 'talking partner' discussion, silent work, research, and problem solving. On the rare occasion when they are less engaged in activities their learning is comparatively slower.
- Groups of pupils, such as those supported by pupil premium funding and the more-able, are carefully targeted to ensure that they make fast progress to achieve their potential.
- Children in the Reception class learn to link letters and sounds to make words and blend sounds to help them read. Their teacher makes reading and writing fun so that children are enthusiastic about reading and listening to story books and non-fiction books. They begin to write about characters and events because they are stimulated and knowledgeable.

- Children's independence and their language skills are not quite as well-developed by support staff who are not yet fully trained in the Early Years Foundation Stage framework. Outdoor learning is enjoyed by children who relish using the play equipment as well as counting in the sand, for instance. However, outdoor opportunities for them to become more independent and concentrate on what they are curious about are more limited.

### **The behaviour and safety of pupils are good**

- Pupils, including disabled pupils and those with special educational needs, behave well. They are courteous, welcoming to visitors and proud of their roles on the school council and the 'Eco' committee.
- Pupils enjoy their lessons and want to do well. They concentrate and give their full attention to their work. Their work rate slows rarely, but when it does it is because they are not entirely sure what to do or because the work is too easy for them. Older pupils look after younger ones especially children in the Reception class. These children look to older pupils as role models. Children in the Reception class learn to share and are very polite; 'please' and 'thank you' are the norm.
- Pupils enjoy school life and their attendance is high. Their parents are involved in their child's learning through regular progress meetings. They are becoming much more knowledgeable about what their children are learning.
- Pupils have a well-developed set of moral values encouraged by thought-provoking assemblies and an atmosphere of respect in the school. They are aware of many different types of bullying and are proud that 'bullying doesn't happen here' as well as who to turn to if they have any worries.

### **The leadership and management are good**

- Leaders understand how effective their school is, as well as what to do in order to reach their aim of being outstanding. The headteacher provides an outstanding example of drive and ambition for Garswood Primary. Pupils, parents and staff are invigorated by her 'no-nonsense' approach to meticulous and rigorous checking of the school's effectiveness.
- There has been a dramatic improvement in the school's performance and current indications are that this is set to improve even more and pupils' achievement is continuing to rise. Performance management arrangements are precisely linked to improving the quality of teaching by direct reference to pupils' achievement in each class. These are regularly reviewed to ensure that targets are being met. Training and further education are encouraged and the school is planning further early years training for support staff.
- All pupils have the same opportunities to learn in a wide range of subjects because of a varied and exciting curriculum.
- Strong partnerships with parents help pupils to attend regularly and punctually as well as helping them to continue their learning at home. The family support worker provides practical help, from filling in forms to a 'listening ear', for a number of families. A small number of parents would appreciate more homework. Inspectors looked into this and found that a reasonable amount was set.
- The local authority provides challenging and regular support. It is helping the school in its drive to become 'outstanding' by providing training, advice and monitoring of the school's effectiveness.

### **■ The governance of the school:**

- The governing body is very involved and supportive of the schools' work. Safeguarding arrangements are secure. Finances are well-managed to provide good-quality equipment and resources for the school's work; notably new ICT hardware and software. Governors are planning further resources for the outdoor area for the Reception class. The governing body provides good challenge to move the school forward.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104778
<b>Local authority</b>	St Helens
<b>Inspection number</b>	404955

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor Sue Murphy
<b>Headteacher</b>	Mrs Pam Potter
<b>Date of previous school inspection</b>	1 February 2011
<b>Telephone number</b>	01744 678 290
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