

Garrett Hall Primary School

Garrett Lane, Tyldesley, Greater Manchester, M29 7EY

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. During their time at the school the progress they make is excellent. By the end of Year 6 pupils' attainment is significantly above the national average in reading, writing and mathematics.
- The quality of teaching is outstanding and rarely less than good. Lessons are highly enjoyable and very well planned, enabling pupils to flourish during their time at the school.
- All staff have very high expectations of pupils. They work exceptionally hard to ensure that the learning activities they provide are matched to the individual needs of the pupils.
- Overall, the marking of pupils' work is of a very high standard. However, on a few occasions pupils do not follow up on suggestions to improve their work made by the teacher. At times, marking does not provide pupils with sufficient challenge.
- Pupils are very proud of their school and of the fact that they are involved when key decisions are made, for example as members of the school council.
- Pupils are exceptionally well behaved whilst at school and out on visits. Discussions with pupils highlight that they feel very safe and well cared for. Pupils love coming to school. As one pupil commented, 'I learn a lot here and that makes me clever'.
- The range of enrichment activities provided by the school is superb and contributes significantly to pupils' learning and development.
- The school is exceptionally well led by the head teacher. She is strongly supported by an effective deputy, senior management team and by staff at every level in the school.
- The governing body are inspirational and significantly contribute to the success of the school.
- The school is continually striving to improve and there is a very strong focus on monitoring the quality of teaching. However, systems to share outstanding practice with other staff are not yet developed to their full potential.

Information about this inspection

- Inspectors spent two days at the school and observed 18 lessons. They also made a number of short visits to lessons. They listened to pupils read in Years 1, 2 and 6.
- Meetings were held with groups of parents, three members of the governing body and groups of pupils. In addition, the lead inspector had a telephone call with a parent and also with a representative of the local authority to hear their views about the school. Inspectors also talked with parents as they collected their children from school.
- Inspectors reviewed information from 50 responses to the online parent questionnaire (Parent View). They also took account of the views of 30 staff who completed questionnaires.
- Inspectors observed the school’s work and looked at a wide range of documentation including safeguarding documents, the school’s improvement plan, monitoring files, minutes from governing body meetings and records relating to attendance and behaviour. Inspectors also scrutinised data relating to pupils’ past and current progress.

Inspection team

Sheila Iwaskow, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Mark Hilton

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Most pupils are of White British heritage and English is their home language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The number of pupils supported at school action plus or with a statement of special educational needs is well below the national average.
- The number of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is well below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has gained the following awards: Investors in People, Healthy Schools Award, Eco School, The Dyslexia-Friendly Schools Accreditation and Distinction in Work-Related Learning.

What does the school need to do to improve further?

- Develop further systems to share 'outstanding practice' to staff across the school.
- Ensure that marking consistently provides challenge for pupils, particularly the more able, in order to take them forward in their learning and that pupils always respond to suggestions to improve their work made by the teacher.

Inspection judgements

The achievement of pupils

is outstanding

- In recent years children have entered the school with a level of skills that is typical for their age. However, some aspects of their social, language and mathematical skills are less well developed. Due to high-quality teaching they make rapid progress in the Early Years Foundation Stage and by the time they enter Key Stage 1 a significant number of pupils have exceeded the typical expectations for their age.
- From these very good starting points pupils continue to make good progress in Key Stage 1. By the end of Year 2 a significant number of pupils have reached above the nationally expected standards in reading. The number of pupils achieving these levels in mathematics and writing is slightly below the nationally expected standards. This issue was very quickly identified and is being successfully addressed by the school through timely action and support. As a result, these pupils are now working at a higher level in both these subjects.
- Attainment rises rapidly as pupils move through the school. Over the last four years it has been significantly above the national average in all subjects by the end of Key Stage 2. Those pupils currently in Year 6 are on track to achieve the same high level of attainment by the time they leave the school.
- Reading is taught exceptionally well and is a real strength of the school. The results of recent phonic (the sounds letters make) screening tests highlight the very effective teaching of letters and sounds, giving pupils the skills required to become fluent readers.
- Parents play a significant part in helping pupils become proficient readers by listening to them read at home. Pupils are encouraged to use the school library and nearby local libraries. In addition, trained volunteers come into school to read with pupils who need extra practice.
- Disabled pupils and those who have special educational needs achieve very well compared to their peers nationally. This is due to the high-quality support they are given to develop their learning.
- Pupils eligible for pupil premium funding also progress very well. Funds are used to provide extra resources and targeted support. As a result, by the end of Year 6 their attainment is above the national average both in English and mathematics. Details of the funding and how it is spent is included on the school's website.
- Discussions with parents and their responses through Parent View show an overwhelming agreement that their children achieve very well at this school.

The quality of teaching

is outstanding

- The quality of teaching has improved from good to outstanding since the last inspection and parents are in full agreement that their children are taught well. As one parent commented, the quality of teaching is 'superb...top notch'.
- Pupils clearly enjoy coming to school. There is a very warm and caring atmosphere around the school and relationships between staff and pupils are respectful. As a result, lessons run smoothly.
- The quality of the learning environment is superb. Displays are interactive, colourful and highly informative. Resources are of very good quality and are easily accessible to pupils, encouraging them to become independent learners.
- A significant number of children starting in the Reception class attend privately run nurseries in the local area. Reception teachers have worked exceptionally hard to develop links with these providers. They take time to visit and get to know these children before they start at the school. This helps to make the transition into school as smooth as possible.
- Teachers have excellent subject knowledge and innovative teaching strategies are used to make lessons interesting and fun. For example, in a Year 3 lesson, judged by inspectors to be

outstanding, lights were dimmed and two pupils dressed up as characters, and played the roles, from a book the class were reading. Pupils were enthralled and had a lot of fun asking the characters many interesting questions about how they felt after the eruption of the volcano in Pompeii. To develop the pupils' learning further the teacher very skilfully used questioning to deepen their thinking by asking them to consider what the characters may have heard and smelt as the volcano erupted.

- Lessons are very well planned, the pace is brisk and tasks set by teachers are very well matched to pupils' abilities and needs. Throughout lessons regular checks are made to assess and check pupils' understanding.
- Pupils' work is marked on a regular basis and overall feedback given is very helpful and constructive. However, a few minor inconsistencies have been identified; at times pupils do not respond to suggestions that teachers make to improve the quality of their work. Furthermore, on a few occasions, feedback given by teachers does not extend pupils' learning, particularly for the more able.
- Teaching assistants are a very valuable asset around the school. They know the pupils very well, work closely with the class teachers and are very well deployed to ensure the needs of individual pupils are very well met.

The behaviour and safety of pupils are outstanding

- Pupils are very proud of their school, feel extremely safe and are very keen to learn. As one pupil commented, 'Every class is a big team and we work well together'.
- Standards of behaviour around the school and in the playground are exemplary. Pupils are polite and courteous to adults and each other. They are also very aware of the high standard of behaviour that the school expects from them.
- Older pupils want to help those who are younger and make the school a happy place for everyone. For example, 'play leaders' from Key Stage 2 acts as 'buddies' to the younger children.
- Pupils happily accept responsibility as school councillors and contribute to decision making within the school. For example, they are currently being consulted about improving the outdoor school environment.
- Pupils understand the issues around bullying and the different forms that it takes. They comment that instances of bullying are rare and that 'Garrett Hall does not like bullying'. Pupils are confident that, on the rare occasions bullying occurs, it is dealt with effectively by staff. The school also takes positive steps to make pupils aware of the dangers of the internet.
- Pupils arrive at school on time and attendance rates are good.
- Parents agree that their children are safe and well looked after at school. One parent commented, 'This is a wonderful school and so friendly. My children enjoy coming here and learn a lot'.

The leadership and management are outstanding

- Since the previous inspection the school has gone from strength to strength. This is due to the impressive leadership and management of the headteacher and deputy, ably supported by other senior members of staff.
- Staff are very proud to be working at the school and, as a team, they work exceptionally well together. Staff have a very high regard for the headteacher and agree that the school is exceptionally well led and managed.
- The quality of teaching is rigorously monitored and there is a strong commitment to ongoing training to ensure that staff members' knowledge and skills are up to date. Much of the teaching at this inspection was judged to be outstanding. However, a structured approach to ensure that outstanding practice is shared with other staff is not yet fully in place.
- Teachers' pay is securely linked to their effectiveness in the classroom and the progress that

pupils make.

- Rigorous systems are in place to monitor and track the progress of all pupils. Teachers and senior leaders review pupils' targets regularly, ensuring that any underachievement is very quickly identified. For example, it was very quickly noted that boys in Year 5 were not performing as well as girls in mathematics. Consequently, a maths club was introduced, targeted at the boys, to stimulate their interest in this subject.
- The school development plan is highly comprehensive and sets out well-chosen aims and objectives to enable the school to continue improving. Staff contribute to these plans, ensuring they have a clear understanding of what the school is trying to achieve.
- Clear procedures are in place to ensure that subject leaders effectively monitor their areas of responsibility and the progress that pupils are making.
- Equality and diversity are exceptionally well promoted. Although the majority of the pupils are of White British heritage, the school strives to ensure that they have a secure understanding of the diversity of the world in which they live. For example, very close links have been established with a local school where the majority of pupils are from minority ethnic backgrounds.
- The school's outstanding achievement is underpinned by a curriculum that provides many additional activities. For example, each year group makes regular visits to places of local interest such as Quarry Bank Mill and Smithills Hall farm. Workshops are held to raise older pupils' awareness of drugs and money management. Pupils are also taught key skills such as cooking, helping them to lead a healthy lifestyle.
- A wonderful range of out-of-school clubs are available for everyone to enjoy. Pupils are also involved in fundraising activities to help less fortunate children. Such highly positive experiences help to promote pupils' spiritual, moral and social development.
- Safeguarding arrangements meet requirements.
- The local authority provides 'light touch' support to this outstanding school.
- **The governance of the school:**
 - The governing body are highly committed and contribute significantly to the success of this school. Governors are exceptionally well informed about all aspects of the school, especially the quality of teaching and the progress that pupils are making. They are also aware that pay increases for teachers are linked securely to the progress that pupils are making. Governors are not afraid to ask telling questions and are highly effective in both supporting and challenging the headteacher. Appropriate training is undertaken by governors to ensure they are fully equipped to carry out their duties. They take an active role in the day-to-day life of the school. Each governor is linked to a class and stays with the same class as it moves through the school. The governing body ensure that pupil premium funding is spent appropriately and they are fully aware of its impact. In addition, they make sure that safeguarding meets statutory requirements and that the school budget is managed effectively.

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

Unique reference number	106433
Local authority	Wigan
Inspection number	403016

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	463
Appropriate authority	The governing body
Chair	M Crompton
Headteacher	LB McArdle
Date of previous school inspection	17 October 2007
Telephone number	01942 883340
Fax number	01942 876149
Email address	enquiries@admin.garretthall.wigan.sch.uk

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