

Great Wood Primary School

Beaufort Road, Morecambe, Lancashire, LA4 6UB

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- School leaders have taken strong action to improve the quality of teaching and achievement since the previous inspection. Teaching in all classes is now consistently good, with some that is outstanding. Pupils achieve well throughout the school.
- Children get off to a good start in the Reception classes and make good progress.
- Pupils in Years 1 to 6 are now making good progress, which reflects the overall improvement in the school.
- School leaders, including governors, have a clear understanding of how well the school is doing and what it needs to do to improve.
- Behaviour is good. Pupils enjoy coming to school and are keen to do well. They say they feel safe and well cared for, and show respect to one another and to adults in the school.
- Parents are strongly supportive of the school.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as strong as it is in English.
- While teaching is good, it is not yet outstanding. Teachers do not always ensure that all pupils, particularly higher-ability pupils, are challenged to make more than expected progress.
- While there are clear plans for improvement, school leaders do not consistently monitor the impact their actions are having on improving pupils' achievement.

Information about this inspection

- Inspectors observed 22 lessons or part lessons, including one joint observation with the headteacher.
- Meetings were held with school leaders and with four governors, including the Chair of the Governing Body. Inspectors also met a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser's reports were also considered.
- Inspectors considered 23 responses to the online questionnaire (Parent View), as well as results from the school's parental questionnaire. They also took into account responses to the questionnaires completed by staff for the inspection.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Adrian Francis

Additional Inspector

Sheila O'Keefe

Additional Inspector

Full report

Information about this school

- This is a larger than average primary school, with 12 classes.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and children in local authority care) is below average.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at school action plus or who have a statement of special educational needs is also below average.
- The vast majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further raise achievement and accelerate progress in mathematics so that more pupils exceed the expected rate of progress by:
 - ensuring pupils apply their mathematical skills in practical situations
 - providing pupils with more opportunities to use and apply their mathematical skills across the curriculum.
- Increase the proportion of outstanding teaching by:
 - ensuring that all pupils, particularly higher-ability pupils, are always challenged to make more than expected progress
 - sharing existing best practice more widely across the school and providing more opportunities for teachers to observe outstanding practice in other schools.
- Improve the effectiveness of leadership and management by ensuring that leaders remain firmly focused on improving pupils' outcomes and always monitor the impact of their actions on improving the quality of teaching and raising pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are broadly in line with expectations for their age, but this has varied from year to year. They make good progress in the Reception class and are well prepared for their move into Year 1.
- Progress from Year 1 to Year 6 is good and has accelerated as a result of improved teaching. At the end of Key Stage 1, pupils attain broadly average standards in reading, writing and mathematics.
- When they move into Key Stage 2, pupils make good progress which is faster in Years 5 and 6 than in Years 3 and 4. Pupils' attainment in English and mathematics at the end of Key Stage 2 is now above average and has risen since the results of national tests in 2012, when pupils generally made progress in line with expectations. The school's data show a marked improvement, which is confirmed by inspection evidence from lesson observations and the work in pupils' books. The proportion of pupils making expected and more than expected progress has risen to above average in both English and mathematics. Although the more-able now make good progress overall, there are times in lessons when work is not hard enough to ensure they always make as much progress as possible. Attainment is above average in mathematics but achievement is not as strong as in English.
- The concerted focus on improving pupils' literacy skills, especially writing, has raised attainment. Reading is taught effectively and pupils make good progress. Lessons about letters and the sounds they make are helping pupils to learn at a faster rate. Pupils say they enjoy reading.
- While there are many occasions for pupils to apply their literacy skills in different subjects, there are fewer opportunities for them to apply and develop mathematical skills in practical applications across the curriculum. Pupils are not always confident applying mathematical skills to everyday situations.
- There are no significant differences in the achievement of different groups of pupils. Relatively few pupils are supported by the pupil premium. While the attainment of these pupils, including those known to be eligible for free school meals, was lower last year than the attainment of other pupils, especially in mathematics, they made the same progress as their classmates. Their attainment now matches that of other pupils and they are making good progress. This shows the school's commitment to equal opportunities.
- Disabled pupils and those with special educational needs made slightly better progress than other pupils in 2012. School evidence shows that these groups of pupils are now making good progress due to carefully targeted intervention and support. As a result, any gaps in attainment are closing.

The quality of teaching is good

- The quality of teaching has improved and is now consistently good across the school. Pupils made good progress in almost all lessons seen during the inspection, and outstanding progress in some.
- Relationships between pupils and the adults who work with them are good. As a result, pupils concentrate, respond well, and try to do their best. They say they enjoy most lessons.
- Teachers know their pupils well. They have high expectations and plan lessons that are interesting and mostly matched accurately to pupils' different needs and abilities. They make good use of questioning to gauge pupils' understanding and to extend their learning.
- Teachers mark pupils' work regularly and well. They routinely provide pupils with clear guidance on the next steps for improving their work and check that this advice is being followed.
- The best lessons are brisk and pupils have opportunities to work things out for themselves, either on their own or in groups. There is also a range of tasks and activities that challenge all pupils. For example, in a mathematics lesson where pupils were extending their multiplication

skills, there were different learning objectives for different groups of pupils. Each group had tasks linked to real-life situations which clearly challenged them. As a result, they made outstanding progress. Where mathematics is taught less effectively, lessons are not linked strongly enough to real-life situations.

- Reading is taught effectively. As a result, attainment has risen and pupils make good progress.
- Occasionally, when teaching is less effective, pupils have to listen for too long before setting to work by themselves. The higher-ability pupils are not always given hard enough work, which prevents them from always making as much progress as possible. In these lessons, the pace of learning is slower.
- Careful tracking of pupils' progress identifies where pupils need extra support, including those who are disabled, have special educational needs or who are supported by the pupil premium. This support is either in lessons or in individual or small group sessions, and helps these pupils successfully to make good progress.
- In the Early Years Foundation Stage, there is a good balance between teacher-led activities and those that children select, which increases their independence. Both the indoor and outdoor environment provide a wide range of interesting activities. As a result, learning is purposeful and meets children's varying levels of development, and they make good progress.
- While there is outstanding teaching in the school, teachers could have more opportunities to share this across the school or to observe outstanding teaching in other schools.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, both in the classroom and around the school. Pupils get on well with one another and with adults. They are polite and well-mannered to visitors and have a clear understanding of right and wrong, reflecting their strong social and moral development. Evidence from behaviour logs and from talking to pupils indicates that the good behaviour seen during the inspection is typical.
- The school is a calm, orderly and welcoming place. Pupils are keen to learn and behave well in lessons and learning takes place without interruption. As a result, pupils enjoy coming to school and attendance is above average.
- Pupils feel completely safe in school. They know how to keep themselves safe in different situations, such as when using the internet and when crossing roads. They are aware of the different forms bullying can take, including racism, name-calling and cyber-bullying. Pupils say that bullying is very rare in school and are confident that it would be taken seriously and quickly sorted out by staff if it happened.
- While parents who responded to the online questionnaire (Parent View) expressed largely positive views about the school, a few raised concerns about behaviour and bullying. This inspection found the management of behaviour and the attention given to pupils' well-being and personal development to be a strength of the school. On the rare occasions that pupils misbehave, the school reacts in a very calm and effective way. There is a firm expectation that pupils will show respect and care towards one another in every aspect of school life.

The leadership and management are good

- Leaders, managers and governors have high expectations for the school. This is shared by all staff. School leaders carefully analyse how well the school is doing and have a clear picture of what it needs to do to improve. They have correctly identified the key priorities for development, and the school improvement plan sets ambitious but realistic targets.
- The quality of teaching has improved steadily and is now good across the school. This is because of effective monitoring of teaching, leading to prompt action to resolve weaknesses. Only a few variations remain and these are being tackled by improving the training and skills of existing

staff, and new staff appointments. As a result, pupils make faster progress.

- Leadership roles have been restructured and staff are more accountable for their performance in particular areas. This is clearly contributing to rising achievement. Leaders make sure that their actions are clearly focused on improving pupils' outcomes, but need to check more consistently the impact these actions are having on improving the quality of teaching and pupils' achievement.
 - The tracking of pupils' progress has improved. Any underachievement is quickly identified and appropriate support and intervention put in place. It is clear that all pupils, including those who receive extra support, are now making faster progress and achieving well.
 - School leaders have taken decisive action following the weaker performance in mathematics in 2012. This has included advice from the local authority and specific and carefully targeted staff training to improve teaching. As a result, pupils now make good progress in mathematics.
 - Systems to check and improve the performance of staff are thorough. School leaders and teachers have ambitious targets related to pupils' achievement which are taken into account when considering pay awards.
 - The curriculum is organised around a series of themes with a strong creative element. It provides a good range of learning experiences for all pupils. It promotes good behaviour and tackles discrimination effectively. Currently, skills in mathematics are not always extended across the curriculum. A wide and well-supported range of clubs, activities, trips and visits enhances pupils' experiences. As a result, pupils make good progress in their spiritual, moral, social and cultural development.
 - The local authority has provided effective support to the school to improve the quality of teaching and governance and to raise achievement in mathematics. This has included advice and training for staff and governors, and establishing a link with a high-performing school.
 - The school works hard to communicate with parents and engage them in their child's learning. Most parents are very supportive of the school and would recommend it to others.
 - **The governance of the school:**
 - The effectiveness of the governing body has improved. Governors evaluate their own performance and the impact they are having on the school. They analyse data and other information about pupils' achievement and challenge any concerns. They are aware of the quality of teaching; they have a good picture of how well the school is doing and what it needs to do to improve. Governors hold the headteacher and the school to account. They set challenging but realistic targets for improvement and ensure that decisions about teachers' pay take account of pupils' progress and achievement. Governors monitor the effect of the spending of pupil premium funds on pupils' progress. They ensure that the budget is balanced and well managed, and that the school meets its statutory requirements, including those related to safeguarding.
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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	119311
Local authority	Lancashire
Inspection number	401829

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	346
Appropriate authority	The governing body
Chair	Tom Askew
Headteacher	John Ross
Date of previous school inspection	19 November 2009
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