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7 November 2018

Mr Kevin Kendall  
Headteacher  
Morecambe and Heysham Grosvenor Park Primary School  
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LA3 3RY

Dear Mr Kendall

### **Short inspection of Morecambe and Heysham Grosvenor Park Primary School**

Following my visit to the school on 17 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You and your leadership team have developed a stimulating curriculum that meets the needs of all your pupils. Teachers plan lessons to ensure that pupils develop an understanding of their rights and responsibilities as national and global citizens. As a result, British values are embedded in the life of the school. This is reflected in pupils' positive attitudes to learning, thoughtful behaviour and tolerance for diversity.

Leaders' recent work to promote pupils' participation in sport and music has been particularly successful. All pupils learn to play musical instruments, starting with recorders in Year 1 and progressing to a wide range of orchestral instruments as they move through the school. Similarly, the daily 'Run a Mile' activity encourages pupils to become physically fit and develop a healthy lifestyle for the future. This is in addition to the full range of sports on offer that gives pupils the chance to compete both at local and county level.

Pupils are proud of their school. They enjoy learning and particularly appreciate the wide range of practical activities in their lessons. For example, older pupils were fascinated to explore the science involved in baking and discover how yeast works in making bread.

Parents and carers are equally positive. I spoke with a number of parents in the playground at the beginning of my visit. They were all full of praise for the school, saying that they feel very welcome in school and that staff are always willing to listen to any concerns they may have. The vast majority of parents who responded to Ofsted's online survey, Parent View, were equally positive about the school. They typically commented that staff know pupils really well as individuals and this means that children feel valued and are very keen to come to school every day.

Staff ensure that parents are very much a part of their children's education. From the earliest invitations to 'Stay and Play' sessions in the Reception class, teachers encourage parents to come along at the end of each themed unit of work in key stages 1 and 2, look at pupils' work and share in all the new things they have learned. This supports parents well in helping pupils continue their learning at home.

Staff are passionate and highly motivated. You ensure that they can develop professionally. They benefit from appropriate training and they are keen to refine their practice. You have recently introduced a new senior-leadership structure with four assistant headteachers rather than a deputy headteacher. These leaders bring a broad range of experience to the school and enhance its capacity to improve further.

Recent assessments showed you and your leaders that pupils' progress in reading was not as strong as in writing and mathematics. You developed a range of strategies that have helped teachers improve their skills in teaching reading and raised its profile throughout the school. Pupils have risen to the challenge to read more widely and for pleasure at home as well as in school. Many of them now choose to turn off phones and computers in favour of a book. This is having a positive impact on standards.

Since the last inspection you have secured strong leadership in the early years and improved the indoor and outdoor areas to give children ample opportunities for learning through explorative play. Children in the Reception class learn to take risks using sensible precautions, and this develops their independence. For example, I observed children enjoying using hammers and nails in a workshop activity and a boy explained to me why it was important that he should wear goggles to protect his eyes.

You have also increased the opportunities that pupils have to practise their writing skills in other subject areas. However, we agreed that there is still work to do to ensure that pupils write for sustained periods of time and for a range of purposes in order to make even more progress.

Governors are very supportive of the school and share your vision for continual improvement. They have an accurate and comprehensive view of the school. They ask pertinent questions of you and your leaders to ensure that you make improvements.

## **Safeguarding is effective.**

Leaders and governors ensure that all safeguarding arrangements are fit for purpose. The systems in place to check that adults at the school are safe to work with children are effective. Staff receive appropriate safeguarding and child-protection training at least once a year. They understand the procedures they must follow if they have concerns about a pupil, including concerns about possible radicalisation. They work effectively with other agencies to ensure that pupils and their families receive appropriate support.

Pupils feel happy and safe in the school. They have every confidence that adults are always willing to listen to any worries they may have and that they will help to resolve any problems. Pupils are encouraged to develop self-esteem. Older pupils explained to me that if a pupil does not like something or feels uncomfortable then he or she just needs to say 'Stop!' and this must be respected. I asked a group of children if there is any bullying in the school, for example by homophobic name-calling. The response was that no one would do this because 'the whole school would be disappointed in them'. Pupils show a strong understanding of staying safe on the internet. For example, they know not to share personal information online and to seek adult help immediately if they come across any inappropriate material.

## **Inspection findings**

- Firstly, I wanted to find out about how you have developed the curriculum to meet the needs of the pupils in your school community. You explained that most pupils are of white British heritage and that you have designed a curriculum to broaden their understanding of diversity both nationally and internationally. I observed how you ensure that pupils make good progress in subjects such as history, geography and science through carefully planned half-termly themed topics.
- I also wanted to know how you have improved the provision for children in the Reception class so as to stimulate their interests and develop their imaginations. You have improved leadership and made sure that the outdoor play area entices young children to play and explore independently. Teachers carefully select indoor and outdoor activities to make sure that they take account of children's individual interests and skilfully support children in moving on in their learning. As a result, children make good progress in their first year in school.
- I was interested in the actions you have taken to raise the profile of reading. You showed me how a pilot scheme in Years 5 and 6 to base English lessons around a whole-class novel for half a term has been particularly effective in developing pupils' sustained reading ability. An increasing number of pupils now read a whole book from cover to cover and recent assessments show an improvement in their comprehension skills. Given this success, you plan to use a similar approach in other year groups.
- Pupils' behaviour and safety continue to be strengths of the school. Pupils are polite and courteous and there are very few incidents of poor behaviour or disruption to learning. Owing to your persistence in promoting regular

attendance, absence continues to be below average.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils have frequent opportunities to write for sustained periods of time for different purposes and across a range of subjects.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Janette Corlett  
**Ofsted Inspector**

### **Information about the inspection**

During this inspection, I met with you, other senior leaders and a group of subject leaders. I spoke formally with two groups of pupils and informally with pupils at social times. Leaders accompanied me on visits to classes, where I observed learning across the school. I looked at work produced by pupils in early years and key stages 1 and 2. I spoke with a representative of the local authority and three members of the governing body, including the chair of governors.

I examined a range of documentation, including that relating to safeguarding, and leaders' attendance information. I considered the school improvement plan and leaders' self-evaluation. I also checked on the contents of the school's website. I spoke with parents in the school playground and considered 102 responses to Ofsted's online questionnaire, Parent View. I also considered 22 written responses from parents to Ofsted's free-text facility and 12 responses to Ofsted's staff survey.