

Inspection of Garrett Hall Primary School

Garrett Lane, Tyldesley, Manchester M29 7EY

Inspection dates: 1 and 2 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2013.

What is it like to attend this school?

Pupils are happy and flourish at this exceptional school. Children in the early years get off to a flying start that prepares them exceedingly well for the next stage of their learning. Pupils are nurtured well by staff who give them every opportunity to shine.

The school's values are personified as cartoon characters, which helps pupils to understand them and to live them out. Pupils' behaviour is exemplary. They act sensibly and show utmost respect for teachers, peers and themselves. For example, they rush to hold doors open for each other. Pupils are enthusiastic, highly committed to their learning and strive to do well.

Pupils with special educational needs and/or disabilities (SEND) have their needs expertly met. This includes pupils in the school's specially resourced provision for pupils with SEND (specially resourced provision), 'The Ark'. The school's high expectations alongside the ambitious curriculum allows pupils to achieve exceptionally well.

Pupils eagerly grasp the abundance of different opportunities on offer. Pupils in Year 6 proudly hold a position of responsibility such as being a monitor, prefect or house captain. The pupil-run 'Garrett Gazette' captures the breadth of experiences that are on offer, and pupils' appreciation of them, such as writing competitions, French days and science week. Pupils readily showcase their talents in sharing assemblies. During this inspection, there was much applause after Year 5s fantastic performance of a classic rock song with a range of instruments, including an electric guitar.

What does the school do well and what does it need to do better?

The school has designed a broad and exciting curriculum. Teachers skilfully use their strong subject knowledge to deliver the curriculum successfully. They ensure that they use resources extremely well and that learning is designed to help pupils to consolidate their understanding securely. Over time, pupils build up a very deep body of knowledge. Consequently, they are able to connect new ideas to what they already know.

Teachers use the school's assessments strategies routinely well to check pupils' understanding. This allows them to accurately identify any gaps in pupils' knowledge. Teachers are adept at finding ways to fill those gaps. This particularly benefits pupils with SEND who are extremely well supported. Learning is broken down effectively for them while still allowing them to work independently and to apply their knowledge. As a result, pupils with SEND achieve highly.

The school is swift to identify pupils' additional needs. Staff use their expertise fully to adapt learning. Pupils in the specially resourced provision, learn a well-constructed curriculum that is appropriate to meet their needs. The school has successfully equipped these pupils to participate in the wider life of the school and

they thrive. For example, these pupils enjoy social times and take part in trips, including residential.

Reading is the heartbeat of the school. A love of reading flows through pupils and staff. Pupils are voracious readers and they take great pleasure in picking up a book. The love of reading begins in the Nursery class where children act out some of their favourite tales. Pupils read confidently with fluency and have strong comprehension.

Pupils make excellent progress in learning phonics. Teachers are well trained to deliver the phonics programme with accuracy. They use assessment methods effectively to check the sounds that pupils should know. This helps them to swiftly identify pupils who need extra help with phonics and to support them successfully to read accurately.

The joined-up approach to pupils' personal development and pastoral care contribute to the excellent standards of behaviour in the school. There is no disruption to learning in lessons. Pupils follow the school's rules diligently. Children in the early years soon settle into the school's routines. They play happily with one another and learn to take turns. Pupils demonstrate resilience and determination especially when trying to improve their work.

The school carefully prepares pupils for life in modern Britain. Pupils can clearly express their understanding of fundamental British values and how these apply in a school and in a wider context. For instance, pupils spoke with understanding about democracy and the local elections. Pupils have a deep sense of right and wrong. They are kind and welcoming towards all people and understand that discrimination, in any form, is wrong. The school caters well for pupils' well-being. For example, the 'nurture room', is expertly used to help a small group of pupils to manage their emotions successfully, so that they can interact happily with their peers and enjoy learning.

The school continually strives for excellence. It is successful in its desire to provide a high-quality education for all pupils. Governors are equipped well to support the school. They challenge and support the school to be the best that it can be. Parents and carers are full of praise for how well their children blossom at the school. The school is considerate of staff's well-being. For example, staff are given joint planning and preparation time with their year group colleague to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106433
Local authority	Wigan
Inspection number	10321307
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	487
Appropriate authority	The governing body
Chair of governing body	Shirley Chappell
Headteacher	Tracy Beaty
Website	www.garretthall.wigan.sch.uk
Dates of previous inspection	19 and 20 February 2013 under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school is registered to host a specially resourced provision on behalf of the local authority for up to eight pupils with social, emotional and mental health needs. There are currently eight pupils, aged 4 to 8 years, who are part of this provision. They all have an education, health and care plan.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, music and physical education. For each deep dive, inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to subject leaders in other subjects, visited lessons and looked at further samples of pupils' work in different subjects.
- Inspectors spoke to the headteacher, other senior leaders and staff.
- An inspector met with representatives of the governing body including the chair.
- An inspector held a telephone conversation with a representative of the local authority and the school improvement partner.
- An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed pupils' behaviour at break and lunchtimes.
- Inspectors scrutinised a range of documentation including the school's self-evaluation, development plan, minutes of governing body meetings and information pertaining to behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff. There were no responses to the pupil survey.

Inspection team

Jenny Jones, lead inspector

His Majesty's Inspector

Cath Cooke

Ofsted Inspector

Suzanne Blay

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024