

# Garstang Community Primary School

Inspection report

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<b>Unique Reference Number</b>	119300
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291377
<b>Inspection date</b>	28 June 2007
<b>Reporting inspector</b>	Dave Byrne

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

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<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 on roll</b>	
School	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Bartlett
<b>Headteacher</b>	Mr Michael McCusker
<b>Date of previous school inspection</b>	1 September 2002
<b>School address</b>	Oak Road Garstang Preston Lancashire PR3 1HT
<b>Telephone number</b>	01995 603622
<b>Fax number</b>	01995 600394

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Pupils come from a variety of socio-economic backgrounds. When children start school in Reception, their skills and knowledge are a little above what is typical for their age. Almost all pupils are White British. A below average percentage of pupils have learning difficulties and/or disabilities and the proportion eligible for free school meals is below average. Out of school care is provided.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. This inspection judgement is supported by the views of many parents. Inspirational leadership by the headteacher, a lively and stimulating curriculum and outstanding teaching combine to give pupils an excellent preparation for their future lives. Pupils enjoy school and their personal development is excellent. From the moment they set foot in this school, pupils receive excellent care and are respected and valued as individuals. The school has a strong partnership between pupils, parents, staff and governors, and all share the same aspirations and vision. High expectations are the norm, not only in terms of academic achievement but also in how people treat each other.

Outstanding teaching successfully combines rigour and high expectations with the fun of creativity. Lessons are tailored to challenge the needs of all pupils including those with learning difficulties and/or disabilities. As a result, pupils relish school life and love learning. Their behaviour is exemplary. Lessons are calm but busy and everyone does their best to reach the high standards expected of them. Pupils exercise self-discipline and are enthusiastic. Pupils are confidently creative; they can think for themselves and take pride in their successes.

The pupils' academic achievement is excellent. They start the Reception year with attainment a little above average for their age and make excellent progress throughout the school. At the end of Years 2 and 6, standards are very high in English, mathematics and science and this has been the case for the last five years. The inspector was also impressed with pupils' work in other subjects.

Much of the pupils' sense of fun in lessons comes from a lively and inspiring curriculum that is very well enriched by excellent links with the community and with visitors and visits. These bring learning alive and enable pupils to learn at first-hand or to explore the past; for example, by using drama and role-play to illustrate events. Excellent links with subject specialists from outside the school enhance learning in subjects such as music and physical education. Very good provision for personal, social, health and citizenship education contributes to pupils' good understanding of how to stay safe and keep fit and healthy.

The leadership and management of the school are excellent. The headteacher provides outstanding leadership. His clear-sightedness, determination and energy give the staff the educational direction they need to provide an excellent education for the pupils. Key staff with management responsibilities provide excellent leadership and they are fully involved with the school's own accurate evaluation of its effectiveness. Governance is excellent and governors provide valuable support and advice for the staff.

The school has done well to maintain the high standards of the last inspection and has an excellent capacity to continue to improve and develop. It gives excellent value for money.

### What the school should do to improve further

- There are no important matters for improvement.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding and standards are very high. The school sets demanding targets for its Year 6 pupils, which are usually met and often exceeded.

The children's attainment on entry to Reception is a little above average and their personal, social and emotional development is particularly good. Children make very good progress in the Foundation Stage and virtually all reach the standards expected for their age and many exceed them by the end of the Reception year. In Years 1 and 2, pupils' progress is excellent. The results of the teachers' assessments of the Year 2 pupils in reading, writing and mathematics have been consistently well above the national average over the past five years. The quality of speaking and listening and writing is particularly good. This year, the teachers' assessments of Year 2 indicate that the very high standards have been maintained.

Pupils continue to make excellent progress in Key Stage 2. In recent years, the results of the Year 6 national tests have been consistently very high in English, mathematics and science. The inspector was also impressed with the quality of pupils' work in other subjects. They do very well in applying their skills of literacy, mathematics and computing to the full range of the curriculum. Pupils with learning difficulties and/or disabilities benefit from very effective support, which ensures that they also make excellent progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Excellent relationships throughout the school produce in pupils a highly developed work ethic, genuine thoughtfulness and immaculate behaviour. Pupils are courteous, polite and modest. The school succeeds in instilling a genuine desire to work and their enthusiastic participation in lessons and all the school's activities is one reason why attendance is good.

The pupils' spiritual, moral, social and cultural development is outstanding. Spiritual awareness amongst pupils is cultivated through a diversity of cultural experiences, including music, drama, dance and art, and assemblies that enable pupils to exercise their spirituality. The school vigorously promotes pupils' awareness of cultural diversity and moral values. Links with a town in Ghana through the Fair Trade movement has contributed to the pupils' very mature understanding of global issues. Being a good citizen is integral to each pupil's development. They willingly take responsibility; for example, as school councillors and are very conscious of how their actions affect others.

The school's success in gaining Healthy School accreditation is reflected in pupils' attitudes. Pupils understand the importance of healthy eating and regular physical exercise. They know how to stay safe. Their excellent academic standards and personal qualities prepare them extremely well for the next stage of their education and their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Classrooms are happy, purposeful places enhanced by high quality displays. Lessons fairly zip along to keep pupils interested. Pupils are expected to do their best and they do, not only in the basic skills of literacy and mathematics, but also in all other subjects. Very good use of role-play and drama brings many subjects alive; for example, through pupils' participation in a Greek Day as part of history.

Teachers plan learning carefully to ensure that pupils build progressively on their skills of spelling, punctuation, handwriting, numeracy and ICT. The teachers pay attention to developing

pupils' investigative skills, which strengthens their understanding of mathematics, science, geography and history. The teachers' very effective marking of the pupils' work involves them in their own assessment and shows them how they can improve. This boosts the pupils' performance, in particular, in upper Key Stage 2.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an excellent curriculum, which strikes a very good balance between developing pupils' basic skills as well as building up their talents in creative and performing arts and their sporting prowess.

Very good planning tailors learning to meet pupils' needs. The basic skills of literacy, mathematics and information and communication technology (ICT) are very well planned in the Reception class and this gives a very good foundation for learning in Key Stages 1 and 2. The staff make very good use of educational visits, and visitors to the school add an extra dimension to pupils' learning. For example, Year 5 pupils were bursting with enthusiasm as they explained how they dressed up in order to act out the roles of characters in the reign of Henry VIII. Excellent links with the local authority's music service and the sports department of the local high school benefit pupils' learning. For example, all pupils in Year 4 have the chance to learn to play a brass instrument and in sport, they respond enthusiastically to the excellent coaching in athletics.

Pupils enjoy an excellent range of extra-curricular activities, which includes a residential visit for older ones. Personal, social, health and citizenship education is very well planned and makes an excellent contribution to pupils' awareness of how to live safe and healthy lives.

## **Care, guidance and support**

### **Grade: 1**

Pupils' care, welfare and health and safety are outstanding. A dedicated staff team ensures that the school is a very caring and happy place, which provides a safe and secure environment. The school has established a very effective partnership with parents, which contributes to the pupils' high achievement. The school is extremely vigilant about the health and safety of its pupils and ensures that child protection and safeguarding requirements are met.

The quality of assessment is excellent. Very effective teamwork with teaching assistants enables work to be provided at the right level so that it is demanding and stimulating. As a result, all pupils, including those with learning difficulties and/or disabilities and the more able, achieve extremely well.

## **Leadership and management**

### **Grade: 1**

The leadership and management are outstanding. In particular, the leadership provided by the headteacher and by key staff and governors is excellent. Senior staff and subject leaders contribute a great deal to the school's success.

The headteacher is at the heart of this school. He leads by example, supporting, cajoling, listening, helping and caring. As a result, everyone involved in the school, the pupils, parents, staff and governors are all united by the same vision and clear educational direction. The headteacher expects excellence from others and insists on it. He has infectious energy and

constantly seeks ways to improve the school further. All decisions are rooted in common sense and the potential benefits are carefully considered before initiatives are adopted.

Management systems are rigorous and effective and the school's self-evaluation is accurate and exceptionally perceptive. The two assistant headteachers play a very valuable role, not only in supporting the headteacher in school development, but also as clear channels of communication throughout the school.

The management of the school's budget is exceedingly astute. The governors and senior staff ensure that every penny is wisely spent. Parents make a vital and significant contribution to the school each year by supporting fundraising events.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

29 June 2007

Dear Pupils

Inspection of Garstang Community Primary School, Lancashire, PR3 1HT.

The day that I spent in your school was very enjoyable. Thank you for talking with me and sharing your opinions and thoughts. You are quite right to be proud of your school because it is outstanding.

There are very strong partnerships between everyone involved in the school; you, your parents, staff and governors. Together, you all have a shared aim of doing your best. This is true not only in your academic work but equally importantly, in behaving with respect and courtesy to others.

One of the reasons for your success is the excellent support and guidance you receive from your teachers and other staff. You are expected to work hard in lessons and the teachers make every effort to make learning fun. I feel that your school trips and visitors to school make lessons more exciting. It was very good to see all of Year 4 learning an instrument and learning that you are successful in inter-school sports.

An important quality that the school instils in you is a sense of responsibility. It is pleasing to see how seriously you take your work as school councillors and your willingness to help others. Given your desire to eat healthily and to take exercise regularly, you are being well prepared to be healthy and fit citizens of the future.

I wish you all very well for the future. You could not have a better start to your lives.

Yours sincerely

Dave Byrne

Lead Inspector