

Great Wood Primary School

Inspection report

Unique Reference Number	119311
Local Authority	Lancashire
Inspection number	339404
Inspection dates	19–20 November 2009
Reporting inspector	Ann Wallis

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	334
Appropriate authority	The governing body
Chair	Mr Tom Askew
Headteacher	Mr John Ross
Date of previous school inspection	8 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, data used in tracking pupils' progress and other documentation. They analysed 130 questionnaires from parents and carers, 14 questionnaires from staff and 169 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by all groups of pupils
- the rigour of the school's self-evaluation and how effective leaders and managers are in bringing about improvement in all aspects of the school's work
- how well assessment is used to accelerate pupils' progress.

Information about the school

This is a school of above average size which serves a residential area to the north of the town of Morecambe. The proportion of pupils eligible for free school meals, from minority ethnic groups or who speak English as an additional language are all below average. A well below average proportion of pupils have special educational needs and/or disabilities. Provision for the Early Years Foundation Stage is in one Reception class and one mixed Reception/Year 1 class. The school has gained the Healthy Schools and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Great Wood Primary is a satisfactory and improving school. The recently appointed leadership team and governors are firmly focused on accelerating pupils' progress, which is currently satisfactory rather than good overall, and have identified the right areas for improvement. They have worked hard to make sure their vision for the school is shared with all staff and pupils. Although leaders and managers have a satisfactory knowledge of the school's strengths and weaknesses, their self-evaluation of the quality of some aspects of its work, including judgements on the quality of teaching, are a little over-generous. However, since the last inspection, there have been improvements in the collaborative way in which staff plan their work in the Key Stage 1 curriculum and in the tracking of pupils' progress. The school now has satisfactory capacity to improve further. The role of middle managers has yet to be fully developed to enable them to make greater use of assessment data and to play a fuller part in monitoring and evaluating the work of their areas.

Children get off to a good start in the Early Years Foundation Stage and Key Stage 1. Their progress slows a little in Key Stage 2 but, overall, they make satisfactory progress to reach above average standards when they leave Year 6. Although systems to assess pupils' progress accurately are in the early stages of development, they are enabling areas of weakness, such as that in boys' writing, to be identified more quickly. Teaching is satisfactory overall. In some lessons, where work is challenging and well matched to the needs of all pupils, teaching is good. In lessons that are no better than satisfactory the pace of work is slower and pupils become restless, causing time to be spent managing behaviour to ensure that pupils remain focused on their work. There are some relative shortcomings in the quality of teachers' marking.

Pupils enjoy coming to school and their attendance is above average. The school has good safeguarding procedures in place to protect pupils. As a result, pupils say they feel safe. They are also aware about how to lead healthy lifestyles and really enjoy the opportunities they have to take part in a range of sports. The number of pupils involved and the skills and enjoyment they showed at the pre-school table tennis session were particularly impressive.

What does the school need to do to improve further?

- Ensure that pupils make consistently good progress across the school by:
 - embedding and developing systems to assess pupils' progress accurately to identify underachievers and intervene in their learning

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- ensuring that teachers' marking provides pupils with accurate information about how well they are doing and clear guidance about how to improve their work
- improving boys' writing
- raising the pace and expectations in lessons
- extending the recent Key Stage 1 curriculum improvements into Key Stage 2.
- Develop the role of middle leaders so that they make greater use of assessment data and play a fuller part in monitoring and evaluating the work of their areas.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils make satisfactory progress in lessons and the work in their books confirms this. Children enter the Reception class with skills at the expected levels. After a good start in Reception and in Key Stage 1 pupils make satisfactory progress as they move through the school to reach standards which are usually above the national average at the end of Year 6. In two of the last three years pupils have reached above average standards in national tests, but in 2009 standards dropped and attainment in English, mathematics and science was average. Standards in writing, especially for boys, were below those expected and targets were not met. The school has now put in place strategies, including booster classes and a 'read write' project, to address this weakness. The school's tracking data and work seen in lessons indicates that current Year 6 pupils are on track to achieve above expected standards this year. Consequently, pupils' achievement is currently satisfactory given their starting points when they entered Year 1. Pupils with special educational needs and/or disabilities make similar progress to their peers because they receive constructive individual support from teachers and teaching assistants.

Pupils behave well around the school. They are respectful to adults and to each other. They know right from wrong and their social and moral development is good. Their spiritual and cultural understanding is less well developed. They are given satisfactory opportunities to contribute to their own community and enjoy acting as monitors and looking after younger children, for example during wet playtimes. Currently, pupils are insufficiently involved in decision making and do not have a strong enough voice in school affairs. The school recognises the need to improve these aspects. Pupils' basic skills are developed satisfactorily. They are encouraged to work together and share information and ideas sensibly and therefore have a sound preparation for later life.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory overall, but varies across the school. In good lessons a variety of resources and activities capture pupils' interest so that they enjoy learning and make good progress. In less successful lessons teachers spend too much time talking and pupils have fewer opportunities to learn independently and to take responsibility for their own learning. Work is marked regularly, and while there are examples of very helpful marking in some classes, not all pupils are given sufficient guidance on how well they are doing and how to improve their work.

The curriculum is broad and balanced and meets pupils' needs satisfactorily. Recent developments to the Key Stage 1 curriculum to make it more relevant and skills based is beginning to accelerate pupils' progress in lessons and to increase their enjoyment of learning. As yet this approach is lacking in Key Stage 2, which partly explains why pupils have not progressed as well in this key stage. A variety of activities, including a range of different sports, a residential week of outdoor activities and extra classes to improve pupils' literacy and numeracy skills all enrich the curriculum well.

Pupils with special educational needs and/or disabilities are given effective support. The school works well with outside agencies to ensure that vulnerable pupils get the specialist help they need. Pupils transfer to a variety of schools and arrangements are in place to ensure a smooth transition at the end of Year 6. However, more use could be made of assessment information to plan appropriately focused learning when pupils move from Key Stage 1 to Key Stage 2.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders and managers are effectively driving improvement and communicating their vision for the school to staff and pupils. Suitable priorities for development have been identified and are resulting in improvements, for example in collaborative planning, in the curriculum and in the tracking of pupils' progress. However, many of these initiatives have only been put in place recently. They have yet to be refined, developed or implemented consistently enough to become embedded in the school's work. Governors are supportive of the school and understand its strengths and weaknesses. They are becoming increasingly involved in determining the school's strategic direction and evaluating its work more fully. Financial management is secure and the school provides satisfactory value for money. Safeguarding procedures are all firmly in place. The school promotes community cohesion satisfactorily. It has good links with the local community and is developing those further afield, such as links with Sri Lanka. It has yet to evaluate the impact of this work. The way in which the school promotes equality of opportunity is satisfactory. The talents of all individuals are valued and developed. However, there is still a significant gap between the achievement of boys and girls in writing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children enter the Reception class with skills in line with expectations for their age. They make good progress to reach above average levels by the time they are ready to join Year 1. They make particularly good progress in their personal and social skills, learning well how to cooperate and understand the needs of others. Most children display a good level of independence. They are eager learners who enjoy what they do. For example, one group of boys were exceptionally proud of the model of the Taj Mahal which they built with great concentration. Children are keen to take responsibility, they work and play well together and have good relationships with adults. All the adults work effectively as a team with a good knowledge of children's needs and progress. The environment is welcoming and well organised. Children feel safe and their personal needs are met well. Adults are adept at promoting children's positive attitudes to their learning. Planning is of high quality and based on careful and accurate assessment. There are effective links with parents and carers, and children receive a good induction into the Reception Year. Leadership and management are good and firmly focused on children's welfare and on accelerating their progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are supportive of the school, feel that their children enjoy learning and are kept safe. A few parents and carers had concerns about behaviour and felt they were not always kept informed about their children's progress. Inspectors found no serious instances of poor behaviour, but did feel that the marking of work was not always as informative as it could be in helping children to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	63	45	31	2	1	1	1
The school keeps my child safe	83	56	54	37	5	3	0	0
The school informs me about my child's progress	57	39	82	56	7	5	0	0
My child is making enough progress at this school	73	50	67	46	3	2	0	0
The teaching is good at this school	80	54	64	44	0	0	0	0
The school helps me to support my child's learning	62	42	77	52	4	3	0	0
The school helps my child to have a healthy lifestyle	63	43	78	53	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	33	80	54	7	5	0	0
The school meets my child's particular needs	59	40	77	52	4	3	0	0
The school deals effectively with unacceptable behaviour	51	35	73	50	11	7	3	2
The school takes account of my suggestions and concerns	47	32	73	50	6	4	3	2
The school is led and managed effectively	58	39	74	50	5	3	3	2
Overall, I am happy with my child's experience at this school	79	54	61	41	4	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 November 2009

Dear Pupils

Inspection of Great Wood Primary School, Morecambe LA4 6UB

Thank you for making us so welcome when we came to inspect your school last week. We particularly enjoyed talking with you and finding out how well you are getting on and what you liked about school.

These are some of the things we have said about your school in our report.

- You go to a satisfactory and improving school where you make satisfactory progress and reach above average standards.
- You behave well in school and attend regularly.
- The teaching you receive, the care you are given and the way your school is led and managed are all satisfactory.
- The curriculum you follow is satisfactory and improving.
- Children in the Reception classes make a good start to their time in school.

This is what we have asked your school to do.

- Ensure that you make good progress in all classes as you move through the school.
- Ensure that senior teachers use the results of your tests to plan lessons for you which will help you make even faster progress.

You can help your school to do even better by continuing to behave well and working with your teachers to achieve the best you can.

Yours sincerely

Ann Wallis

Lead inspector

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