

# Morecambe and Heysham Grosvenor Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	119351
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339416
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	Michael Onyon

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 of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Gavin Brown
<b>Headteacher</b>	Mr Kevin Kendall
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Roeburn Drive Grosvenor Park Morecambe LA3 3RY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with the senior leadership team, governors, staff and groups of pupils. They spent over seven hours observing learning and observed eight teachers. They observed the school's work and looked at, among other things, safeguarding documents, the school's data records, policies, minutes of the governing body's meetings and the notes of the School Improvement Partner's visits. Questionnaires were received from 158 parents and carers. In addition, questionnaires were received from 28 members of staff and 97 pupils.

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

- the steps taken to raise attainment and improve progress in writing
- the quality of learning in the Early Years Foundation Stage (Reception)
- how effectively the outcomes of assessment are used to improve learning
- whether vulnerable groups make as much progress as others
- the capacity of leaders at all levels to secure recent improvements in attainment.

## Information about the school

This is an average-sized school. The proportion of pupils entitled to free school meals is above average. A very small minority of pupils are of Romany, Gypsy or Traveller heritage. The proportion of pupils with special educational needs and/or disabilities is average, and the proportion with a statement of special educational needs is above average. A larger than average proportion of pupils join and leave the school at times other than the usual start of the school year.

The school holds the Healthy Schools and Active School awards and has the Race Equality Mark and Investors in People accreditation.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school. It has a number of outstanding features which give it a distinctive character and contribute to its extremely caring and nurturing environment. Exceptional care, guidance and support have a very positive impact on pupils' safety and well-being, resulting in pupils' excellent behaviour and attitudes to learning. Pupils understandably say that every child really does matter. Pupils facing significant barriers to their learning are supported well through a well-planned curriculum.

Since the last inspection standards have risen and there have been improvements in achievement and behaviour. This track record of improvement illustrates well the ambition and drive that the senior leadership team provides. Through rigorous, well-evidenced self-evaluation the school is aware of its strengths and areas to improve and plans carefully to address these issues. There is a strong commitment to develop staff through focused training and through involving them in monitoring and evaluating the school's priorities. This illustrates well the good capacity that the school has to improve further.

Pupils achieve well, taking into account their starting points; the attainment of Year 6 pupils in 2008 was not as high as in past years. As a result of keenly focused support work, the 2009 outcomes are much improved, and above the national average. The school recognised the need to raise standards and improve achievement, particularly in writing. Successful strategies have been employed to ensure that outcomes are now better. Central to the school's ethos is a desire to ensure that pupils are safe and secure, that all are provided equally with learning opportunities and all forms of discrimination are tackled vigorously. It does these things outstandingly well.

The quality of teaching is good and in parts, such as teachers' high expectations and their ability to sustain pupils' concentration, it is very strong. Very good relationships between teachers and pupils sustain high-quality learning. Good-quality feedback is provided but not all pupils fully understand what they need to do next to improve their work. They often rely on adults for guidance about the next steps and have few opportunities to make choices about their learning. Although pupils have some opportunities to experience other religions, cultures and communities, the school is looking to extend these further. The school does not yet monitor the impact of such experiences on pupils' attitudes.

### What does the school need to do to improve further?

- Further accelerate pupils' progress by:

- improving their understanding of teachers' feedback so they know what to do to improve their work
- encouraging pupils to take more responsibility for and to direct their own learning.
- Extend the provision for promoting community cohesion by:
  - extending pupils' experiences of different religions, cultures and communities in Britain
  - monitoring the impact of all strategies on pupils' attitudes.

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

**2**

Grosvenor Park pupils are proud of their school and are a credit to it and themselves. Their behaviour is excellent. They are very caring and demonstrate a mature understanding of the needs and feelings of others and of those outside the school, as demonstrated by their charitable fundraising, such as the recent 'jeans for genes' event. Attendance has improved and is average overall. A small minority of pupils are persistently absent but the school is making good efforts in addressing this. Pupils eagerly take on responsibilities, including the head girl and boy, prefects and members of the school parliament. Older pupils help younger ones play actively together through their work as 'buddies' at playtimes. The school parliament has an important role in involving all pupils in the life of the school, encouraging their suggestions for improvements. Pupils demonstrate an outstanding awareness of safety and good knowledge and understanding of healthy lifestyles. They enjoy participating in a wide range of activities. Pupils clearly demonstrate that they are well equipped for the next stage of their education.

In lessons pupils are keen to learn and engage readily with the well-planned activities. In the best lessons, where teaching is very strong, there is pace and real enthusiasm and pupils display a good range of learning skills. Here they are encouraged to contribute to their future learning targets and to discuss their progress. Pupils work together well and respect the contributions of others. Standards are above average and pupils' overall good progress is evident in their current work. The school's tracking illustrates good progress for all including the significant proportion who join the school at times other than the beginning of term. Attainment has improved in writing, mathematics and science and been sustained in reading. In 2009 half of pupils who took the end of Year 6 test in science attained the higher level. The quality of learning and progress are good overall. Pupils with special educational needs and/or disabilities and those from minority ethnic backgrounds receive high-quality support from teaching assistants both in and out of the classroom. As a result, they make good progress not only in literacy and numeracy but also in the skills for learning and life.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Close monitoring of pupils' progress and well-being ensures that all pupils are supported to a very high standard. Pupils facing barriers to their learning are well supported, for example through the excellent work of the learning mentor in helping pupils to overcome emotional issues. Well-focused support provided to targeted pupils, whose progress is seen to be slipping behind that of their peers, is also of good quality. Adults and pupils respect each other and relationships across the school are positive and mutually respectful. Links with services to support vulnerable pupils are good. Transition arrangements between the key stages are effective, and pupils are provided with high-quality guidance and support to prepare them for the next stages in their education.

Teachers know their subjects well and use resources imaginatively to stimulate learning well. For example, in a literacy lesson for pupils in the Year 4/5 class they were encouraged to act out their feelings when discussing imagined experiences in recent floods. This effectively engaged all the pupils and helped them to consider their use of adjectives in their own writing. In the best lessons teachers encourage pupils to act as resources for each other, for example through talking in pairs to explain how they have solved problems. While teachers provide pupils with feedback about their work, not all pupils understand fully what they need to do next, particularly in mathematics. They sometimes rely on adults and do not always take responsibility for improving their work.

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

The good curriculum focuses well on basic skills, particularly numeracy and information and communication technology, where learning opportunities are well planned. Stimulating displays in the shared areas exemplify good links between subjects, clearly identified in teachers' curriculum plans. For example, pupils worked with an artist in residence, beginning to construct a large mural. The effective teaching of French provides pupils with interesting and enjoyable opportunities to learn a modern foreign language. Specialist teachers are used well to promote music and religious education. The personal development of pupils is promoted well and supported very effectively through the strong ethos of the school. Pupils speak highly of the range of additional activities and their enthusiasm is demonstrated by the excellent attendance at such activities. The curriculum meets the needs of pupils with special educational needs and/or disabilities and minority ethnic pupils well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Clear leadership is central to the school's success. The impact is seen in a cohesive staff team with a shared set of values. A spirit of shared responsibility runs throughout all adults in the school. Morale is high and all staff have a clear understanding of their roles and responsibilities. Senior leaders provide excellent role models for teaching and learning that motivate others well. Ambition and the drive for improvement is good and improvements have been sustained. Strong leadership of the school's rewards system encourages pupils' excellent behaviour because it challenges their feelings about what is fair and right. This ensures that equal opportunities are provided for all and that discrimination is tackled in an extremely effective way. The sharp, well-focused tracking of pupils' progress engages all teachers well. Governors demonstrate a range of skills and experience and are keen advocates for the school. They work effectively, offer a good level of support and challenge the school to do even better.

Leaders and staff have worked effectively to build and sustain a close partnership with all parents and carers and have established effective links with neighbouring schools and with services for children in the local authority. All procedures relating to safeguarding pupils are exemplary and ensures their health and safety through care of excellent quality and a rigorous analysis of risk. The school promotes community cohesion well, particularly with regard to the local community. Plans are well in hand to extend pupils' experiences of other religions, cultures and communities further afield and to monitor

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

the impact on pupils' attitudes. The careful management and effective deployment of resources ensures that the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good leadership and management of the Early Years Foundation Stage ensure that children get off to a good start. Often, they enter the Reception class with skills at levels below those expected for children of their age. Good teaching ensures that they make good progress in their learning so that they enter Year 1 having achieved the expectations for their age and with good attitudes to learning. The curriculum is effective in providing children with a stimulating range of activities, with direct access to outdoor facilities of good quality, ensuring good opportunities for children to take physical exercise and to explore the world around them. Daily sessions focus appropriately upon letters and sounds and opportunities for writing but progress in communication, language and literacy is not as swift as that in other areas of learning. The monitoring of children's progress indicates signs of improvement in their early writing. Resources are used effectively to capture children's interest and excitement, for example the opportunity to prepare 'shopping' lists and to build models with construction toys. There is a good balance of activities led by adults and others chosen by children. Children thoroughly enjoyed dressing as imaginative characters and using the computer to solve puzzles. The Early Years Foundation Stage is successful in making sure that children develop in confidence and learn to work in cooperation with others. Children are well cared for. Their progress is monitored regularly and accurately. Parents and carers are kept regularly informed of their children's progress. Children with special



educational needs and/or disabilities are identified early and, where necessary, outside agencies are used effectively to provide support.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

A very large majority of parents and carers are happy with all aspects of the school's work and its effectiveness. All agreed that the school keeps children safe. A very small minority felt that the school does not keep them well informed about their children's progress. Some parents and carers felt that their children were not making enough progress and that parents and carers are not helped to support their children's learning. Inspectors find that the school provides a wide range of information about pupils' progress. Pupils are making good progress and considerable advice is offered to help parents and carers support their children's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morecambe and Heysham Grosvenor Park 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 248 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	59	62	39	2	1	0	0
The school keeps my child safe	118	75	40	25	0	0	0	0
The school informs me about my child's progress	66	42	82	52	10	6	0	0
My child is making enough progress at this school	64	41	79	50	8	5	0	0
The teaching is good at this school	81	51	72	46	4	3	0	0
The school helps me to support my child's learning	74	47	76	48	7	4	0	0
The school helps my child to have a healthy lifestyle	85	54	69	44	4	3	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)	69	44	80	51	2	1	1	1
The school meets my child's particular needs	77	49	76	48	3	2	1	1
The school deals effectively with unacceptable behaviour	87	55	65	41	3	2	1	1
The school takes account of my suggestions and concerns	68	43	83	53	2	1	0	0
The school is led and managed effectively	97	61	59	37	1	1	0	0
Overall, I am happy with my child's experience at this school	93	59	60	38	3	2	0	0

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.

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## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 January 2010

Dear Pupils

Inspection of Morecambe and Heysham Grosvenor Park Primary School, Morecambe, LA3 3RY

Thank you for welcoming the inspection team to your school for its recent inspection. We appreciated your politeness and enjoyed talking with you. We were impressed by your pride in your school and the way you talk so enthusiastically about it. Your knowledge and understanding of how to stay safe and your behaviour are excellent. You make a good contribution to the school and the wider community. Well done! You also make good progress in your learning, reaching standards above those expected by Year 6.

Your school is led and managed well. All adults play their part in the smooth running of the school and wanting the best for you. Your headteacher, the teachers and teaching assistants give good help and support and the governors keep a close eye on the school. Through the hard work of the adults the school provides you with outstanding levels of support, guidance and care, and good teaching. The subjects you learn are interesting too and it is good to hear about your involvement in the school parliament, your work with the artist in residence and your fundraising for so many good causes. We know you enjoy these activities, along with your after-school clubs.

So what does the school need to do to get even better? We have asked your leaders to build on the school's existing strengths to help you understand the feedback you get about your work, so you know what to do to improve. We have asked them to encourage you to take more responsibility for your own learning. In addition, we have asked the school put into practice its plans to give you more experiences of other religions, cultures and communities and to see what impact that has on your attitudes.

You attend a good school with things that are outstanding. Congratulations!

Every good wish for the future!

Yours faithfully

Mr Michael Onyon

Lead inspector

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