



## 0-19 Standards Sub-Committee

<b>Date:</b>	Tuesday, 13 July 2010
<b>Time:</b>	6.00 pm
<b>Venue:</b>	Committee Room 2 - Wallasey Town Hall

**Contact Officer:** Pat Phillips  
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## AGENDA

1. **MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST**  

The Members of the Sub-Committee are asked to consider whether they have a personal or prejudicial interest in connection with any of the items on this agenda and if so to declare it and state the nature of such interest.
2. **SECONDARY SCHOOLS IN OFSTED CATEGORIES**
3. **SECONDARY SCHOOL OFSTED INSPECTIONS APRIL 2010 - JUNE 2010 (Pages 1 - 14)**
4. **PRIMARY SCHOOLS IN OFSTED CATEGORIES**
5. **PRIMARY SCHOOL OFSTED INSPECTIONS APR 2010 - JUN 2010 (Pages 15 - 170)**
6. **SPECIAL SCHOOLS IN OFSTED CATEGORIES**
7. **SPECIAL SCHOOL OFSTED INSPECTIONS APR 2010 - JUN 2010 (Pages 171 - 198)**
8. **EARLY YEARS CENTRES OFSTED INSPECTIONS APR 2010 - JUN 2010 (Pages 199 - 212)**
9. **NATIONAL CHALLENGE UPDATE**
10. **DATES OF FUTURE MEETINGS**

**11. ANY OTHER BUSINESS**

# Bebington High Sports College

## Inspection report

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<b>Unique Reference Number</b>	105106
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336427
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Mr Jim Kidd

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>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	861
<b>Of which number on roll in the sixth form</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Preston
<b>Headteacher</b>	Mr Brian Jordan
<b>Date of previous school inspection</b>	November 2006
<b>School address</b>	Higher Bebington Road Bebington Wirral CH63 2PS
<b>Telephone number</b>	0151 645 4154
<b>Fax number</b>	0151 643 8065
<b>Email address</b>	schooloffice@bebingtonhigh.wirral.sch.uk

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## Introduction

This inspection was carried out by five additional inspectors. Inspectors observed 31 lessons taught by 29 teachers. Meetings were held with groups of students, staff and the Chair of Governors. There were no meetings held with parents and carers. Inspectors observed the school's work and looked at the school's development planning, monitoring documentation in relation to students' progress and attainment and reports written by the School Improvement Partner. Inspectors also analysed 108 questionnaires completed by parents and carers, 132 completed by students and 27 completed by staff.

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

- whether improvements in achievement, suggested by data, are being maintained
- the impact of the school's strategies to improve students' performance in mathematics and science
- the level of challenge in lessons and whether it is sufficient to encourage students to reach the highest standards
- the involvement of middle leaders and governors in bringing about the school's improvement
- the impact across the school of specialist status as a sports college.

## Information about the school

This school is slightly smaller than average size. It is situated in the south-east area of the Wirral. The percentage of students known to be eligible for free school meals is twice the national average. The proportion of students with special educational needs and/or disabilities, including those with a statement of special educational needs, is above that usually found. The percentage of students from minority ethnic heritages is below average but rising. There are few students who are at early stages of learning English. The school has held specialist status as a sports college since 2001. Bebington High is an accredited Healthy School, holds the Sportsmark award and has intermediate International Schools status. The school hosts a unit funded by the local authority to support students with moderate learning difficulties (MLD). It is also registered as a full-core extended school.

**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**

**2**

### Main findings

This is an improving school which provides a satisfactory quality of education for its students. The care, guidance and support they receive is outstanding and students themselves say, 'Our school is now much better than when we were inspected before.' Its specialist status as a sports college pervades every aspect of the school's life and it also has a significant impact on the local and wider communities. The school, therefore, demonstrates good value for money.

Students achieve satisfactorily overall but, as a result of excellent support from teachers, teaching assistants and year managers, those with special educational needs and/or disabilities make good progress and achieve well. Attainment has risen year on year since the previous inspection and is now broadly average. Attainment and progress in English are particularly impressive and students' achievement is good here. Following a dip in attainment in mathematics, well-targeted strategies to raise standards are having a positive effect and students are on course to gain better results than ever before in this subject. The school has identified accurately that achievement in science lags behind that in the other key subjects and is using to good effect the expertise of teachers in the specialism to support developments in the science department.

Students have a high regard for their school and for the adults who work with them. They feel safe, behave well and are only too keen to support each other. They enjoy the vast array of extra-curricular activities, sports and games which are open to them and have a keen understanding of what makes a healthy diet and of why regular exercise is so important.

The quality of students' learning is satisfactory overall and there are examples of where it is good and even excellent. However, good and exemplary practice in teaching is not always shared effectively across the school. Moreover, challenge in lessons is inconsistent, activities are sometimes too teacher-led and methods do not always lead to students trying things out for themselves.

The school is justly proud of its accurate evaluation of performance in all aspects of its work and there have been significant improvements in a variety of areas since the previous inspection. These improvements, together with strong leadership at senior level, perceptive leadership within specialist status and a middle leadership group

which is proactive in expressing its views about how the school can move forward, demonstrate the school's good capacity for further improvement.

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

- Improve the quality of students' learning by:
  - establishing more effective systems to identify, share and embed good and exemplary practice in teaching across the curriculum
  - ensuring that challenge in the classroom is consistently high enough to encourage students to aim for the highest standards
  - ensuring that teachers offer students more opportunities to take responsibility for their own learning
  - ensuring that activities are matched precisely to the learning objectives of the lesson and capture students' interests and motivation.
- Raise achievement in science by:
  - continuing to involve teachers from the school's specialism in supporting the science department
  - ensuring that teachers' planning is based on an accurate assessment on how well students are progressing
  - further developing the science curriculum by introducing courses which are matched even more closely to the needs and interests of students.

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
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In most lessons students enjoy the activities and are eager to make progress. They behave well and are generally engaged in their learning. The quality of learning is satisfactory overall but is inconsistent across subjects, partly as a result of activities which are not always matched closely to students' interests. Students' prior attainment on entry to the school is variable over time but is generally below average. Improvements in attainment since the previous inspection demonstrate students' satisfactory progress from their starting points. Progress in science is less convincing but there are signs that the school's deployment of staff from the specialism to support and advise teachers within the science department is having a positive impact. There is evidence that attainment is now beginning to rise.

Almost two fifths of students in the current Year 11 classes have already reached GCSE grades C or above in both English and mathematics and students' progress in English is consistently good over time. Progress in mathematics is improving apace and inspection evidence shows that students are on course to reach their challenging targets in this subject. Fewer students than nationally reach the highest grades of A and A\* and the school recognises that more-able boys, in particular, are not always challenged effectively enough to reach the standards of which they are capable. Students with special educational needs and/or disabilities, however, achieve well because of the outstanding care and guidance they receive from the adults who work with them.

Students get on well with each other and are keen to support their classmates when difficulties occur. They comment that bullying is rare in school but that when it happens, staff are approachable and the school takes students' concerns seriously. Their conduct in lessons and around the school site is good and inspectors were impressed by the courtesy shown to them by students from all years. Their confidence and self-esteem are rising and they believe that the school's reputation in the local area improves each year. Students have an enviable social conscience and members of the sports council speak with pride about the work that sports and community leaders do to support their fellow students, pupils in local primary schools and also disabled youngsters in the community. Students also show real enthusiasm for learning about the world around them and they have a good awareness of cultures and religions which are different from their own. They sat enthralled during assemblies when moral dilemmas were discussed and told inspectors, 'Doing the right thing is often difficult but we must try to do it all the time.' Students' spiritual, moral, social and cultural development is, therefore, good. Attendance is satisfactory but improving.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	3
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?

The quality of teaching and the use of assessment are satisfactory but there are examples of good and outstanding practice in both key stages. The extent and quality of progress data which teachers now receive are improving and the school is looking to ensure that planning, for example in science, is informed by an accurate evaluation of students' achievement. In the best lessons, an outstanding Year 8 session on the 'Fosbury Flop' for example, students are given responsibility for their own learning and are challenged realistically to aim for the highest standards in their work. Similarly, in some English and drama lessons, students work independently and are not afraid to take risks in their learning. On occasions, however, there is too much direction by the teacher of learning, and activities do not always match the interests of students and motivate them to try their best. In these lessons

<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



expectations of what students can do are sometimes not high enough and they do not reach the levels of attainment their ability warrants.

The curriculum is well planned and organised and makes a positive contribution to students' personal development. The school places great emphasis on providing and developing a curriculum which is increasingly more closely matched to students' needs. Staff recognise, for example, that if achievement in science is to continue to rise, new courses need to be introduced to meet the interests and aspirations of students. Some courses, the BTEC for example, have already been established and they are proving popular with students who say, 'We enjoy the new course because it is going to help us get the jobs we want.' Curricular provision for students in Year 7 eases their transition from the primary school and helps them to develop appropriate personal and learning skills. There is an outstanding range of enrichment and extra-curricular activities, many of which stem from the school's specialist status as a sports college; take-up is high. An impressive number of students represent their county and country in a range of sports: they speak about this with pride but also with the utmost modesty.

Pastoral care is outstanding and is a major strength of the school. It does not remain within the environs of the school but, through initiatives such as Adopt a Club, it continues at the end of the school day when teachers encourage and sometimes help students to join local clubs, with a view to raising their self-esteem. The successful MLD unit and the emphasis adults place on ensuring that students are integrated into the life of the school are other examples of the school's overriding concern to ensure that Bebington High is an inclusive community. Students with special educational needs and/or disabilities are supported exceptionally well and make good progress in their studies. Vulnerable students are identified rapidly and accurately and they too receive bespoke support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	
Taking into account:	3
The use of assessment to support learning	3
<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?

At all levels of leadership, teamwork is of the essence and the headteacher, ably supported by a talented and committed senior team, works tirelessly to drive ambition and to raise the aspirations of staff and students alike. The leadership of the specialist subject is similarly impressive and ensures that specialist status lies at the heart of everything the school tries to do. Middle leaders are fulsome in their praise for the opportunities they have to make suggestions as to how the school can improve further. In their words, 'Our senior leaders have a genuine open door: we feel respected, valued and empowered.' The leadership recognises that, if the quality of students' learning is to continue to rise, there need to be more opportunities to share good and outstanding practice in teaching across all subject departments. The newly constituted governing body is becoming more involved in gauging school

performance. Links with departments are enabling governors to challenge the leadership at all levels with increasing rigour. Child protection and safeguarding procedures are of the highest order and fully meet current national requirements.

The school’s contribution to community cohesion is good at local, national and global levels. The school works hard to understand its ever-changing intake of students and specialist status is successfully involved in applying for additional funding to develop community activities, including training, for young people and adults in the surrounding area. In addition, there are good partnerships with a range of schools and other institutions for the benefit of students. Links with parents and carers are positive too and the school is regarded as approachable and willing to help if difficulties occur. The school is committed to inclusion and tackles discrimination whenever and wherever it occurs; its promotion of equality of opportunity is, however, no better than satisfactory because challenge in lessons is not always high enough to ensure that more-able students, in particular, reach the highest grades in GCSE.

*These are the grades for the 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	3
<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>3</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>3</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>

**Sixth form**

This is a satisfactory but rapidly improving sixth form. Students’ prior attainment on entry to Year 12 is below average but students achieve satisfactorily across both years. Attainment in A-level examinations is below average but improving. Students make a positive contribution to the whole school community, supporting their younger counterparts in sport, art and literacy for example. The impact of specialist status ensures that their contribution to the wider community is equally impressive: community sports leaders are actively involved in organising and running a wide variety of events for primary schools and local community groups.

Curriculum development has seen the introduction of a range of courses to meet the individual needs of students and there is a blend of BTEC and A-level programmes. Students value the care, guidance and support they receive and have the utmost confidence in their teachers, speaking positively about the subject knowledge of the staff. The quality of teaching is satisfactory overall, but the level of challenge in lessons is not always consistent.

Significant improvements in provision and in outcomes for students over the past four years or so have been brought about by perceptive leadership and management. Leaders place great emphasis on meeting the individual needs of students and modify the curriculum regularly as a result. Proposed changes are firmly based on robust systems for monitoring, recording and reporting on students' progress in both their academic work and their personal development. The positive impact of leadership and management is clear: students themselves say that membership of the sixth form raises their self-confidence and provides them with a wealth of opportunities to support others.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

## Views of parents and carers

Most parents and carers are entirely satisfied with what the school is doing for their sons and daughters. They are particularly pleased with the care, guidance and support their offspring receive and comment: 'This is an open school. Any concerns we have are always dealt with and our children are supported really well.' They are also delighted with the opportunities provided by specialist sports college status, a view endorsed by the inspection team. A very small minority of parents and carers believe that the school does not help them to support their children's learning effectively enough. Inspectors found no evidence to support this view. A very small minority also believe that their offspring are not making enough progress. Inspectors judge students' progress to be satisfactory but agree that it could be accelerated, particularly in science.

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

Ofsted invited all the registered parents and carers of pupils registered at Bebington High Sports College 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 861 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	34	63	58	4	4	3	3
The school keeps my child safe	42	39	59	55	5	5	2	2
The school informs me about my child's progress	54	50	47	44	3	3	3	3
My child is making enough progress at this school	29	27	65	60	12	11	2	2
The teaching is good at this school	31	29	67	62	9	8	1	1
The school helps me to support my child's learning	35	32	51	47	11	10	6	6
The school helps my child to have a healthy lifestyle	32	30	64	59	7	6	3	3
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)	39	36	56	52	9	8	0	0
The school meets my child's particular needs	39	36	60	56	5	5	4	4
The school deals effectively with unacceptable behaviour	42	39	52	48	9	8	3	3
The school takes account of my suggestions and concerns	35	32	60	56	6	6	4	4
The school is led and managed effectively	45	42	55	51	5	5	3	3
Overall, I am happy with my child's experience at this school	49	45	51	47	5	5	3	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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 April 2009

Dear Students

### **Inspection of Bebington High Sports College, Wirral, CH63 2PS**

Thank you so much for your wonderful welcome and for your kindness to us when we visited your school recently. We are particularly grateful to the six groups of students who came to talk to us. You represented your school and your families very well indeed and you have every reason to feel proud of your achievements. You were all so keen to find out how the inspection had gone that we just had to write to you!

Bebington High provides you with a satisfactory education but the school is improving all the time. Your results in English are good and they are improving in mathematics. You behave well in and around school and many of you take part in activities organised through specialist status as a sports college, some of which benefit young people and adults in the local community. The adults who work with you provide outstanding levels of care, guidance and support and older students, often from the sixth form, support younger students really well too. Your teachers at all levels of responsibility are as proud of the school as you are and the vast majority of your parents and carers are pleased that you come to Bebington.

In order to help your school get even better, I have asked your teachers to improve the quality of your learning by sharing good and excellent practice in teaching to all staff. I have also asked them to match the activities in lessons more closely to your interests and to give you more opportunities to find things out for yourselves. Your standards in science could improve and so I have discussed with your teachers a few ways in which this could happen, for example by them planning lessons based strongly on how well you are doing and on what you like in science. You can help here by always giving of your best!

Thanks again for your contribution to the inspection. I wish you well for the future.

Yours sincerely

Mr Jim Kidd  
Lead inspector





# Castleway Primary School

## Inspection report

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<b>Unique Reference Number</b>	105002
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336402
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Leszek Iwaskow HMI

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>	151
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Pete Henry
<b>Headteacher</b>	Mr Steve Hughes
<b>Date of previous school inspection</b>	March 2008
<b>School address</b>	Castleway North Moreton Wirral CH46 1RN
<b>Telephone number</b>	0151 677 2953
<b>Fax number</b>	0151 677 6953
<b>Email address</b>	headteacher@castleway.wirral.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 14 lessons, observed all seven teachers and held meetings with staff, governors, pupils and representatives from the local authority. They observed the school's work and looked at school policies and procedures, data and analysis about pupils' current and past performance, schemes of work, subject leaders' files, pupils' work, lesson plans, monitoring reports and 44 questionnaires returned by parents and carers.

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

- attainment and progress in English and mathematics as well as a range of other subjects, including religious education
- the quality of learning to determine whether teaching has improved since the previous inspection and whether it meets the needs of all pupils and enables them to succeed
- whether the curriculum is broad and balanced and meets the needs of all pupils
- the effectiveness of leadership at all levels in planning for and managing change and improvement.

## Information about the school

Castleway is a smaller than average primary school. The number on roll is declining. The proportion of pupils known to be eligible for free school meals is well above average. Almost all are of White British heritage and none are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above the national average. There are, however, no pupils with a statement of special educational needs. The school has achieved Healthy Schools Status, the Activemark Award and the Basic Skills Quality Mark. The school is also a Fairtrade school.

**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**

**4**

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

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the last inspection the school has made too little progress. Overall, standards are well below average and achievement is inadequate. Although there are pockets of good teaching, the overall quality of teaching across the school is satisfactory and lacks the strength to eradicate the legacy of underachievement. Information from assessments is not used well to plan work that matches the needs of all pupils and this slows learning. The curriculum is not being managed effectively and pupils are getting a very fragmented experience across many subjects. The school is not meeting statutory requirements in several areas, including religious education. Leaders and managers at all levels lack a clear vision for the school or a coherent plan to bring about improvement. The quality of provision is not monitored effectively and weak practice has not been challenged. Support and training has not led to sufficient improvement in many areas because managers have not maintained the impetus or sustained the effort needed to embed good practice into the culture of the school. The governing body has not been sufficiently involved in asking for answers and challenging the poor or erratic rate of progress, particularly in terms of standards in English, mathematics and science.

Nevertheless, there are positive aspects of the school's work. Children get a good, start to their schooling in Reception. Parents and carers are confident that the school provides a safe and welcoming environment for pupils. Pupils are friendly and open; behaviour around the school and in most lessons is satisfactory. Some strategies are beginning to make a difference to the achievements and aspirations of some pupils. These include the 'Big Write', where pupils write creatively each week on a topic related to areas they have studied recently in subjects other than English, and the 'Aim Higher' initiative which enables pupils to spend a day at a university to raise their awareness of career options linked to higher education.

Pupils are enthusiastic and the majority have a clear desire to learn. When they are stimulated by good teaching they respond positively and show what they can achieve. Where a subject is well managed, such as information and communication

technology (ICT), most pupils make good progress because incremental steps are planned and activities are well structured to build on previous learning. Unfortunately, in many of the other subjects this is not the case. Enrichment opportunities are also limited and pupils get very little exposure to the diversity of the world in which they live. They are keen to take responsibility and have a greater involvement in the day-to-day activities around the school. However, there are too few opportunities for pupils to engage actively in changing their school and community for the better.

Leaders and managers have not been consistent in providing the vision, drive and energy to enable the school to move forward. As a consequence, the school's capacity for sustained improvement is limited. However, there are some positive aspects such as examples of better classroom practice, the enthusiasm of pupils, and the support of parents, carers and the local community that provide a platform on which future success can be built.

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

- Raise standards in core and foundation subjects by:
  - improving teaching so that more lessons are consistently good or better and engage and challenge pupils
  - ensuring that assessment informs teachers' planning and is used effectively to support learning for all pupils
  - developing and delivering a broad, balanced and relevant curriculum that meets the needs of all pupils, provides them with a wide range of positive experiences and effectively promotes community cohesion.
  
- Ensure that leaders and managers at all levels including the governing body take responsibility and are accountable for:
  - developing and sharing a vision for the school's improvement and sustaining the momentum to achieve this
  - monitoring the school's work rigorously and evaluating its strengths and weaknesses accurately to provide a secure basis for coherent improvement planning
  - ensuring that the curriculum meets statutory requirements, including those for religious education.

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

<b>4</b>
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Achievement is unsatisfactory because progress is erratic and inadequate overall as pupils move through the school. By the time they complete Year 6 standards for many remain well below national expectations in many subjects. Few pupils reach the higher levels of attainment. In many of the foundation subjects such as art, music, geography, history and religious education, pupils make poor progress because they receive only limited opportunities to study these subjects. However, pupils make good progress in developing their computing skills because the ICT curriculum is well organised and well taught. Overall, pupils with special educational needs and/or disabilities make similar progress to their classmates.

Pupils enjoy coming to school and they feel safe and secure. Attendance has improved and is close to the average, although there are still a very small number of persistent absentees. Behaviour is satisfactory and pupils are orderly around the school. Pupils' attitudes and behaviour in lessons are better when they are engaged and interested in the activities. For example, in a good lesson on 'mystery numbers' the teacher enabled pupils to learn by taking them clearly through a logical sequence of clues to reach a correct solution. Pupils understood what they needed to do and were motivated to work together to solve more problems. Their attitudes are more passive and uninterested where the teacher tends to talk for too long and learning then becomes less effective. Relationships around the school are positive and on those few occasions when problems occur, pupils say that these are 'quickly sorted out by teachers'. Pupils understand that they should eat healthily, although some choose not to do so. The school provides sufficient time for physical activity during lessons but few additional opportunities at other times and after school.

Pupils have only limited opportunities to contribute to the life of the school and the local community. The school council does not meet regularly and is ineffective and there are few opportunities for pupils to take on additional responsibilities except as monitors. Apart from some seasonal activities such as carol singing or harvest festival, there are also few opportunities for pupils to engage productively with the local community. Pupils understand the difference between right and wrong. Older pupils, especially, have a strong sense of fair play as, for example, when they expressed their concerns about inconsistency in the way rewards and punishments were managed. They do not have much first-hand experience of people from different cultures and have a limited understanding of the diversity of life beyond their immediate area.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>4</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Although some good teaching was observed, the quality of teaching is satisfactory overall. There are disparities between classes so that as pupils progress through the

<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

school they get mixed experiences resulting in underachievement overall. In a minority of lessons where teaching was observed to be good:

- planning was clear and teachers had a good understanding of what they wanted pupils to achieve
- pupils understood what they needed to do because the teacher clearly explained the task
- effective use was made of visual stimuli to engage and enlighten pupils about a particular idea or point
- learning tasks were clearly structured and progressively built up pupils' understanding and skills, often providing greater and more complex challenges which intrigued and engaged pupils and particularly stretched the more-able.

Generally, however, where teaching was weaker:

- it tended to lack structure with no clear links between tasks
- planning focused on the content and not the learning
- teachers controlled rather than stimulated pupils
- low-level tasks occupied pupils rather than interesting them in their learning
- teachers' talk dominated and restricted opportunities for pupils to express themselves and develop their own speaking skills.

An easier to use system to monitor pupils' progress has been put in place but it has not had an impact on raising standards or been used to inform classroom and additional support effectively. Apart from in mathematics, pupils are unclear of what they must do to improve and what they can achieve.

Pupils said that they particularly enjoyed those lessons where they could work practically with classmates. Well-structured activities such as the 'Big Write' were popular because pupils were familiar with the process and were able to write creatively, using their imaginations. Boys particularly benefited when the topics related to their specific interests. For example, Year 5 boys were stimulated and engaged when they wrote creatively using their science topic on 'space' as a context. The work produced was often of a higher standard as a result. The use of assessment is poorly developed, inconsistent across the school and not part of the established culture in the classroom. Information from assessments is rarely used by teachers to inform planning. There is an over-reliance in too many subjects on commercially produced schemes and planning which have, in many cases, not been adapted or modified to meet the specific context of the school or the needs of all pupils.

Despite the generally satisfactory teaching, pupils do not make sufficient progress in many subjects because of the fragmented, inadequate curriculum and because they are not being taught what they should be. Pupils are not receiving their full entitlement in many subjects, especially art, music, history, geography and religious education. The overall curriculum plan lacks clarity and what is being delivered in many of these subjects is not being managed or monitored. The result is that pupils get a very incoherent experience which does not allow them to build up their knowledge, skills and understanding progressively in these areas. For example, from Year 4 onwards pupils can choose to learn a musical instrument. Those who do not, or those who drop out, do not receive their music entitlement because little alternative provision is planned for or provided. Where there has been an attempt to



teach integrated topics, planning often lacks progression and cohesion and outcomes for pupils are mixed. In contrast, ICT stands out because it is well ordered and is taught discretely in each year. Progression in computer skills is well planned with a majority of pupils making good progress. The curriculum is also poorly enriched by out-of-classroom experiences. Opportunities to develop a wider understanding of other faiths, cultures and the world beyond the local area through the curriculum, and especially through geography, history and religious education, are not exploited. Visitors to the school are rare and cultural experiences linked to dance, drama, art and music are also limited.

The majority of parents and carers are happy with the care provided by the school. They feel that they are kept informed about their children’s progress and welfare. Pastoral care is responsive to pupils’ needs. Staff are approachable and pupils are happy to go to them with any needs or concerns. A start has been made to raise pupils’ aspirations and a small number have been involved in the ‘Aim Higher’ programme.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Leadership and management at all levels have not been sufficiently focused on the school’s improvement and are inadequate. There is no clear or shared vision for the school and no cohesive planning in place to drive forward improvements. There is no evidence that the school knows its own strengths and weaknesses. Decision making and accountability are poorly developed and entrenched weak practice has not been challenged. Little progress is evident against the areas for action highlighted at the last inspection. Standards have declined in mathematics and English and are particularly low in science and many other subjects. Teaching remains satisfactory and issues linked to the curriculum have not been tackled. The governing body has not held the school to account for these failings. It does not possess the relevant expertise to support the school’s work and to evaluate its effectiveness. The school has been the recipient of regular support from the local authority. There has been some positive impact in terms of some improvement in mathematics. However, often the impetus of training and advice has not been sustained by managers in order to change and improve practice. There have been some stand-alone successes such as ‘Aim Higher’ and the ‘Big Write’ but these have not been part of an integrated drive to improve provision and raise standards.

Safeguarding is satisfactory with requirements met. Partnerships with others are satisfactory and relationships with parents and carers are positive. Equality of opportunity is promoted. Pupils feel part of the school community. However, their experiences beyond their immediate locality are limited. Currently, community cohesion is not actively promoted by the school and there has been no audit of



provision. Exposure to other cultures through the curriculum and enrichment opportunities is limited. Resources, including staffing, have not always been best deployed to achieve value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

In Reception the well organised curriculum and good teaching ensure that most children make good progress to enable them to enter Year 1 at levels close to those expected for their age. Learning is good because adults provide time for the children to investigate and explore. Good use is made of visual stimulation to engage children in their learning. For example, in one lesson effective use was made of dinosaur models to bring a story to life and help children to begin to understand connections in food chains. In another lesson children responded well to the well-structured approach to the teaching of letter sounds. This is having a positive effect on their confidence in recognising letters and words. Everyday activities are well organised and there are ample opportunities for children to engage in a wide range of both indoor and outdoor play activities. A good balance is provided between activities directed by the adults and those that the children choose for themselves. Assessment is used well to track their progress. There is an appropriate focus on developing social and communication skills and children learn and play well together. Ongoing observations of children at play are collated by all adults. These are informative and used effectively to plan children's next steps in learning. Children are helped to feel safe and secure and there are improving links with the adjacent Year 1 class which shares the outdoor facilities. Children mix well with these older pupils and this prepares them well for entry into the main school.

*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 in the Early Years Foundation Stage	2

## **Views of parents and carers**

Parents and carers are very supportive of the school. There were very few written comments and these referred to personal or specific points linked to individual pupils. Most of these were positive about the care the school provides.

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

Ofsted invited all the registered parents and carers of pupils registered at Castleway 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 inspector received 44 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	70	12	27	0	0	0	0
The school keeps my child safe	31	70	12	27	0	0	0	0
The school informs me about my child's progress	27	61	16	36	1	2	0	0
My child is making enough progress at this school	28	64	15	34	1	2	0	0
The teaching is good at this school	28	64	13	30	3	7	0	0
The school helps me to support my child's learning	25	57	18	41	0	0	0	0
The school helps my child to have a healthy lifestyle	26	59	18	41	0	0	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)	21	48	20	45	2	5	0	0
The school meets my child's particular needs	23	52	20	45	0	0	1	2
The school deals effectively with unacceptable behaviour	25	57	17	39	2	5	0	0
The school takes account of my suggestions and concerns	19	43	24	55	0	0	0	0
The school is led and managed effectively	26	59	16	36	2	5	0	0
Overall, I am happy with my child's experience at this school	29	66	12	27	3	7	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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 April 2010

Dear Children and Pupils

### **Inspection of Castleway Primary School, Wirral, CH46 1RN**

Thank you for making the inspectors welcome. We enjoyed talking to you about your experiences in school. You frequently asked us what we thought about your school and this letter is to tell you what we found. We observed lessons in all your classes and looked at a lot of your work. This led us to the conclusion that your school needs to improve and it has been placed in 'special measures'. This means that, although your school does some things well, in some very important areas there are weaknesses which need to be sorted out quickly to make your time in school much more worthwhile.

We found that the standards you reach in almost all subjects need to improve. The teachers will be working hard to help you achieve this. For their part, they are going to make lessons even more interesting and make the tasks they set more challenging in order to make you think hard. You enjoy working with computers and find lessons involving them particularly rewarding and interesting. However, we noticed that you seem to do much less work in some other subjects such as music, art, history, geography and religious education. You would benefit from more opportunities to learn outside the classroom. Therefore we have asked the teachers to look at their planning and make sure that you get your fair share of lessons in the full range of subjects and that you are provided with a wider range of interesting experiences.

Your teachers will be provided with help and support to carry out these improvements and inspectors will visit the school regularly to check the progress everyone is making. You, your teachers, parents and carers, and the governors will all need to work together to ensure that this happens.

We wish you every success in the future.

Yours sincerely

Mr Leszek Iwaskow  
Her Majesty's Inspector



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# Eastway Primary School

## Inspection report

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<b>Unique Reference Number</b>	105001
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336401
<b>Inspection dates</b>	09–10 June 2010
<b>Reporting inspector</b>	Mr Paul Bamber

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Bestwick
<b>Headteacher</b>	Mrs Deborah Marchant
<b>Date of previous school inspection</b>	February 2007
<b>School address</b>	Eastway Moreton Wirral CH46 8SS
<b>Telephone number</b>	0151 677 1235
<b>Fax number</b>	0151 606 1619
<b>Email address</b>	headteacher@eastway.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons, saw 10 teachers teach and held meetings with staff, parents and carers, groups of pupils and governors. They observed the school's work and looked at documentation relating to safeguarding, planning, pupils' progress and attainment, meetings of the governing body and the local authority's view of the school. The team analysed 37 questionnaires completed by parents and carers, and questionnaires completed by Key Stage 2 pupils and staff.

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

- the progress made by boys throughout the school, particularly in the education inclusion bases and in Key Stage 1
- the effectiveness of the provision and of leadership and management in the Early Years Foundation Stage
- how effectively pupils in the education inclusion bases are integrated into mainstream activities
- the effectiveness of the promotion of community cohesion and of pupils' cultural awareness, beyond the school and its local area.

## Information about the school

The vast majority of pupils who go to this average-sized school are from White British backgrounds. Much larger than average proportions are known to be eligible for free school meals or have special educational needs and/or disabilities. The percentage with a statement of special educational needs is much higher than normal because the school has two education inclusion bases, one for pupils aged between four and seven years and one for those aged seven to 11. All these pupils have a statement of special educational needs. The school has awards in recognition of its work in promoting a healthy lifestyle and basic skills, and has Financial Management in Schools status. There is a satellite children's centre on site but that provision is not a focus for this inspection.

**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**

2

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

2

### Main findings

This is a good school. The outstanding care, guidance and support provided enable all pupils, but particularly those in the education inclusion bases and others whose circumstances make them vulnerable, to thrive personally and to feel extremely safe and well looked after. Excellent partnerships with a wide range of providers and services contribute very significantly to pupils' quality of learning and to their well-being. Parents and carers, pupils and the local community all hold the school in high regard.

Pupils are taught well and, as a result, they make good progress overall. By the time they leave Year 6 pupils' attainment is average, indicating good progress from their overall well below expected starting points. Key Stage 1 boys' attainment is well below average and the gap between their performance and that of girls is greater than that found nationally. Consistently good provision for the pupils in the education inclusion bases ensures that they all make good progress and are included appropriately in all the school offers.

There is a good capacity for the school to continue to improve. Senior leaders have ensured good improvement since the last inspection and, partly as a result of a close partnership with an external provider, have greatly enhanced the quality of teaching and learning and of the curriculum. Pupils' attainment has steadily improved and their well-being is paramount. Leaders and managers are very clear about the school's effectiveness, through perceptive self-evaluation and as a result of their rigorous checks on pupils' outcomes and the quality of provision. They acknowledge, for example, that the school's promotion of community cohesion currently lacks a wider United Kingdom or global dimension. Pupils' spiritual, social and cultural development is good and they talk very enthusiastically about the way in which staff involve them in their learning and encourage them to participate in self-assessment and peer assessment. They behave well, look out for each other and are very aware of how to keep safe. They are concerned young citizens and have high aspirations for the future.

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

- Close the gap in Key Stage 1 between boys' and girls' attainment to at least that found nationally by:
  - providing boys with more tasks which motivate them and require them to work practically

- having higher expectations of boys’ work rates and ability to concentrate.
- Enhance the promotion of community cohesion by establishing links with diverse communities both in the other parts of the United Kingdom and internationally.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Key to pupils’ good achievement and to their enjoyment of learning is the way in which they have responded positively to the greater responsibility given to them to promote and manage their learning. They report confidently and with a mature self-knowledge that they persevere with tasks and work, independently or with their classmates, to overcome difficulties by seeking their own solutions rather than always relying on adults’ support. This applies particularly to pupils in Key Stage 2, who are resilient and enthusiastic learners. There is less evidence of the same high quality of learning for older pupils in Key Stage 1, especially among some boys who tend to take time to settle to work and lose concentration quite quickly if they are not the focus of adult supervision or guidance. Pupils in the education inclusion bases thrive both academically and personally as a result of well-measured provision, which both supports them appropriately and encourages their increasing independence. Pupils’ keenness to learn and their overall good progress mean that by Year 6 they attain average standards in English, mathematics and science. This includes pupils with special educational needs and/or disabilities who are taught in mainstream classes, a group together with more-able pupils which has a particularly benefited from being trusted to learn more independently.

The workplace skills that pupils develop and use in classrooms, such as resilience, independence, negotiating, listening and compromising, all provide evidence of their good preparation for life. They take on and diligently carry out responsibilities around the school and have a well-developed sense of the fragility of the environment and of the need for sustainability and fair trade. Most eat sensibly, take regular exercise and actively promote a healthy lifestyle through the prominent posters they design and display. They contribute effectively to the local community. They are appreciative of and very knowledgeable about the vigilant procedures the school has for ensuring their safety and well-being and they know very well how to keep out of harm’s way.

### *These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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>2</b>

<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

<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?

Teaching has improved considerably since the last inspection and particularly over the last two years as a result of staff embracing leaders' implementation of a more open and pupil-focused method of teaching and learning. In most classes teachers prompt through open-ended questions, support rather than direct pupils' learning and have expectations of pupils' ability to see through tasks on their own or in cooperation with their classmates. This results in pupils being knowledgeable about their own capabilities and potential as learners and about their unique personal characteristics. Some very good practice is evident in teachers' marking which is successful in helping pupils know when they have done well and what they need to do better to improve their work even further. Teachers, and other adults who support learning and pupils' personal development, use resources imaginatively and effectively, and employ modern technologies to inspire pupils' interest and to challenge their thinking. Teaching and support in the education inclusion bases is consistently good, which helps these pupils thrive. On those few occasions where teaching is less than good, some weaker aspects of classroom management and lower than usual expectations lead to some pupils, especially the older boys in Key Stage 1, not attaining or progressing as well as they might. Tasks set for them are sometimes not practical enough.

The curriculum increasingly meets pupils' needs and succeeds well in enabling pupils to apply and practise their basic skills across a range of subjects. Pupils' learning is enhanced through a wide and rich range of visits and visitors. There are lots of out-of-class activities that cover a broad spectrum of pupils' interests. The provision for pupils in the education inclusion bases is very effective in promoting both their academic progress and their personal development.

Pupils receive excellent care, support and guidance from staff and also as a result of outstanding partnerships with external agencies and providers. Very effective specialist help is available when needed. Parents and carers of pupils whose circumstances make them vulnerable are fully involved in provision for their children by supporting their learning and following their progress. Systems to ensure pupils' good behaviour and regular attendance work well. Very effective induction and transition systems ensure pupils' smooth entry into school, between classes and onto secondary school. The high quality of this aspect of the school's work makes a significant contribution to pupils' good progress and effective personal development.

*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?

The effective senior leadership team, ably led by the headteacher, has been very successful in leading significant improvements in teaching and learning and in instilling high morale among staff and pupils. The school is a harmonious and inclusive community in which equality of opportunity is promoted well, exemplified by the full participation in school life of pupils from the education inclusion bases. Governance is effective, with the governing body ensuring that good safeguarding procedures are embedded throughout the school. Governors visit classrooms and analyse pupils' work in order to gain information that enables them to both support and challenge the school's work appropriately.

Leaders and managers have the confidence of parents and carers and work smartly with them to enable pupils to be effectively supported in their learning at home. Highly effective partnerships with a raft of outside providers and support services contribute extremely effectively to pupils' learning and well-being. Leaders and managers understand that for the impact of their work to be judged outstanding they have even more to do to improve boys' attainment in Key Stage 1 and to promote community cohesion more widely in the United Kingdom and abroad. Secure improvements since the last inspection, pupils' current outcomes and the quality of provision all indicate that value for money is good.

*These are the grades for the 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	1
<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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Nursery with a wide range of skills but, overall, they are well below the levels expected for their age. As a result of effective leadership and management, children make good progress so that by the time they enter Year 1 most are working at just below the levels expected. Adults provide children with effective support to help them learn and develop because they have a good knowledge of their individual needs. They use their observations and assessments of

children’s work and play to plan suitable tasks which promote well their development in all areas of learning.

Adults are particularly adept at modelling language, which, together with the effective teaching of letters and sounds, lays the foundation for the confidence with which older pupils talk about their work and make good progress in reading and writing. Children articulate their understanding of how they learn and should behave, and demonstrate a good ability to take turns, listen and cooperate. At times adults too infrequently encourage children to question each other in order to enhance their language skills and ability to solve problems. Welfare requirements are fully met and children know how to be healthy and to be safe. A common sense of purpose among the phase team is well promoted by leaders. Good liaison with parents and carers is well established to ensure ease of transition and support for children’s learning.

*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 in the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming response of the relatively few parents and carers who completed questionnaires was highly positive. They are particularly pleased with how well the school is run, being well informed about their children’s progress and the high quality of care and provision in the educational inclusion bases. Inspectors concur with these positive views.



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

Ofsted invited all the registered parents and carers of pupils registered at Eastway 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	73	9	24	1	3	0	0
The school keeps my child safe	29	78	8	22	0	0	0	0
The school informs me about my child's progress	26	70	10	27	1	3	0	0
My child is making enough progress at this school	26	70	10	27	0	0	0	0
The teaching is good at this school	31	84	6	16	0	0	0	0
The school helps me to support my child's learning	28	76	8	22	0	0	0	0
The school helps my child to have a healthy lifestyle	27	73	10	27	0	0	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)	25	68	10	27	0	0	0	0
The school meets my child's particular needs	31	84	6	16	0	0	0	0
The school deals effectively with unacceptable behaviour	29	78	8	22	0	0	0	0
The school takes account of my suggestions and concerns	23	62	13	35	0	0	0	0
The school is led and managed effectively	27	73	10	27	0	0	0	0
Overall, I am happy with my child's experience at this school	31	84	5	14	0	0	1	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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.**



11 June 2010

Dear Pupils

### **Inspection of Eastway Primary School, Wirral, CH46 8SS**

Thank you so much for the lovely welcome you gave the team when we inspected your school recently. You rightly told us that you go to a good school. There are some things that are excellent, lots that are good and one or two things that need to be better. Here are some of the outstanding and good things.

- Most of you get on well with your work and enjoy school very much.
- The 'building learning power' work that you do has made a big difference to your learning and to how well you are taught. You left us in no doubt about how it has made you more confident and smarter learners.
- Everyone in the school is very well cared for and the staff work extremely well with partners from outside the school.
- The adults who run the school have worked very well to improve it and have lots of ideas and good plans for making it even better.

The school and I have agreed that there are two important things that need to be better. They are:

- to help the older boys in Key Stage 1 to get their standards up to much closer to those of the girls
- to help you to link up with children whose lives, traditions and cultures are very different from your own, both in the United Kingdom and in other countries.

You can all help by always trying your very best, coming to school every day and for the older boys in Key Stage 1 to work as hard as they can to catch up with the girls.

Yours sincerely

Mr Paul Bamber  
Lead Inspector



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# Heygarth Primary School

## Inspection report

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<b>Unique Reference Number</b>	130324
<b>Local authority</b>	Wirral
<b>Inspection number</b>	341022
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Denise Shields

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Totty
<b>Headteacher</b>	Mrs G Zsapka
<b>Date of previous school inspection</b>	July 2007
<b>School address</b>	Heygarth Road Eastham Wirral CH62 8AG
<b>Telephone number</b>	0151 327 1570
<b>Fax number</b>	0151 327 8916
<b>Email address</b>	<a href="mailto:headteacher@heygarth.wirral.sch.uk">headteacher@heygarth.wirral.sch.uk</a>

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or part lessons and these included the observation of 12 teachers. Meetings were held with governors, staff, groups of pupils and representatives from the local authority. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 63 questionnaires returned by parents and carers were scrutinised.

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

- whether all pupils are making enough progress
- whether the quality of teaching is sufficiently challenging in meeting the needs of all pupils, particularly the more-able
- the impact of programmes to boost pupils' learning and progress
- the effectiveness of leaders and managers at all levels in securing improvements in pupils' learning and progress.

## Information about the school

This primary school is larger than the average. Numbers on roll have increased since the previous inspection because the school had an influx of pupils owing to local reorganisation. Almost all pupils are White British. The percentage of pupils known to be eligible for free school meals is average. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy School status, the Activemark and Artsmark silver. A new deputy headteacher was appointed in January 2009.

**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**

4

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

3

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is needed in relation to pupils' achievement, learning and progress.

Pupils' attainment in English, mathematics and science is broadly average. Fewer pupils than average attain higher levels. Inspection evidence shows that for too many pupils, progress since joining the school is inadequate. This is largely because teachers' expectation of what pupils can achieve in lessons is not always high enough. Consequently, pupils are not always given work that matches their needs and abilities. There are clear signs of improvement. Where teaching is strongest, particularly in Years 2 and 6, pupils' learning and progress is beginning to accelerate.

Among senior leaders and governors, teamwork is strong and there is a shared commitment to improving standards. Monitoring and evaluation procedures are in place. However, no regular formal review cycle has been established; evaluation activities are not carried out frequently enough and findings are not always formally recorded or addressed with sufficient speed. As a result, links to improvement planning are sometimes missed and this slows down the rate at which leaders can secure improvement in pupils' learning and progress. Nonetheless, leaders have focused on improving the quality of teaching with some success. Staff readily undertake and speak highly of the range of training available. Consequently, their expertise is increasing. Teaching observed during the inspection was satisfactory overall. No inadequate teaching was observed. However, the quality of teaching is too variable at present because while good teaching exists there is not yet enough of it to enable all pupils to reach the standards of which they are capable. The system to track pupils' progress has been revised and is robust and manageable. It is being used more rigorously by senior leaders, to pinpoint pupils' attainment and assess their progress. Leaders have recently established a more accurate system to set targets for improvement. This is now being used to greater effect, but the full impact is yet to be realised in improved achievement for pupils. The governing body is becoming more involved in monitoring and evaluating the quality of education, including pupils' performance. Therefore, the school has a satisfactory capacity to secure the necessary improvements.

Good care and guidance ensure that pupils are happy and secure at school. As a result of very effective collaboration with external agencies, pupils and families whose circumstances make them vulnerable receive good support. Secure and friendly relationships exist and pupils are confident there is an adult to turn to if required. A great many pupils participate eagerly in activities beyond lessons, especially in the arts and sport. As a result, their confidence and self-esteem improves. Pupils are very polite and friendly and have a good knowledge of how to live healthily and safely.

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

- Improve pupils' achievement in English, mathematics and science by ensuring that:
  - more activities are provided to increase pupils' eagerness to write in all subjects
  - pupils have more opportunities to improve their skills in speaking
  - there are regular opportunities for pupils to use and apply their mathematical skills in a range of contexts
  - pupils have plentiful opportunities to discuss their tasks and then record their work independently.
- By 31 December 2010, increase the effectiveness of monitoring and evaluation procedures by ensuring that:
  - there is a clear cycle of arrangements to check rigorously all aspects of the school's work
  - outcomes are clearly recorded, weaknesses addressed rapidly and clearly linked to the school's improvement planning.
- By 31 December 2010, improve the quality of teaching so that 75% is good or better by ensuring that:
  - all teachers know the levels at which pupils should be working and precisely tailor tasks to pupils' needs and abilities, in particular the more-able
  - more consistent use is made of information and communication technology (ICT) in lessons
  - all teachers have high expectations of what pupils can achieve, and use questioning that challenges pupils to think deeply about their learning
  - the conclusions of lessons are used to establish what pupils have learnt.

## Outcomes for individuals and groups of pupils

<b>4</b>
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When given the opportunity, most pupils work enthusiastically in groups or with a partner and share their ideas and opinions with increasing assurance. This helps them to become more confident learners. However, a small minority of pupils lack the skills to work independently of an adult and this slows their learning. When activities are challenging or practical and when ICT is used well, pupils' attention is captured; consequently, they become engrossed in learning and their progress speeds up. Inspection findings show, however, that over time too many pupils fail to work productively. This is because work is either too easy or too hard for them. They lose interest and do not complete their work or guess what the answers to a

question might be. Moreover, fewer pupils than average attain higher levels because they are not always given sufficiently challenging work to enable them to attain their full potential. As a result, learning is limited and most groups of pupils make too little progress. Learning and progress are also less effective when occasional social chatter diverts pupils' attention. Pupils with special educational needs and/or disabilities make inadequate progress because although the guidance they receive in lessons from teaching assistants is supportive, their work is not always closely enough matched to their abilities. Pupils willingly take on a satisfactory range of responsibilities. Through the school council, pupils' opinions are starting to influence the improvement of the school. Their spiritual, moral, social and cultural awareness is satisfactory, although their understanding of life in the diverse British society and of global issues is somewhat limited. A minority of pupils feel that behaviour is not good, although in lessons observed behaviour was generally good. Sometimes, however, some disruption occurs when there is insufficient support for individuals who have difficulty controlling their behaviour. Outside, in less structured situations, a few pupils do not manage to control their boisterous behaviour. Most pupils say they feel safe at school. The vast majority of pupils have a good understanding of how to keep safe and know well how to lead healthy lifestyles.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

In the better lessons, the pace is lively and ample opportunities are provided for pupils to talk in pairs or small groups: these strategies successfully promote their speaking and listening skills. ICT and skilful questioning are used effectively and make pupils think more deeply about their learning. Key teaching points are reinforced well at the end of lessons. These features, however, are not consistent in every class and some teaching fails to engage pupils fully, particularly when tasks set are mundane. In too many classes there is an over-reliance on the use of commercially produced worksheets, especially in science. As a result, pupils do not have enough opportunities to record their work independently. In the best examples, marking is helpful and provides constructive comments to help pupils improve but

<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

this is not so in all classes. The system to track pupils’ progress has been refined and is robust. Teachers are beginning to make better use of assessment information to understand pupils’ levels of attainment and to set their individual learning targets. Many pupils say that these help them to improve their work. Lesson planning, however, does not always take sufficient account of assessment information. Consequently, activities are not always varied to meet the precise needs of the different levels of pupils’ attainment in each class.

The curriculum is under review. It is appropriately adjusted to meet the requirements of pupils with special educational needs and/or disabilities, although the needs of those who are more able are not fully met. Intervention programmes to boost pupils’ progress in literacy and numeracy have generally been successful and progress is accelerating and attainment rising for the pupils involved. Pupils do not get enough exciting opportunities to practise their writing skills and use their mathematical knowledge in a range of subjects and this holds back the development of their basic skills. The curriculum makes good provision for the personal, social, health and emotional education of pupils. The opportunity for all pupils to learn three foreign languages and to participate in a good range of activities beyond lessons is much enjoyed.

Pastoral care is a strength because teachers know pupils very well. The good interventions, particularly those in support of pupils whose circumstances make them vulnerable, have led to noticeable improvements in their behaviour and self-esteem. The school successfully retains pupils in education when they have not succeeded at other schools. Arrangements to help pupils settle into school life and for pupils to move from year group to year group and then on to secondary school are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has guided the school effectively through a challenging period that embraced the arrival of additional pupils. The senior leadership team has been strengthened by a new appointee and there is a clear vision, shared by all staff, for the future of the school. The system to track pupils’ progress has been revised and is rigorous. Better use is now made of the information gained to set challenging targets, but the full impact is yet to be realised in improved achievement for pupils. Self-evaluation is broadly accurate as are the priorities for improvement. Although appropriate management routines to monitor most aspects of the school’s work are in place, they are not always carried out rigorously enough. Findings are sometimes informally recorded and this dilutes the capacity of individuals to evaluate effectively the impact of the school’s work on outcomes for pupils. As a result, links to precise priorities for improvement are sometimes missed and so weaknesses are not always quickly addressed. This slows down the rate at which leaders can secure

improvement, for instance in pupils’ learning and progress. The governing body is knowledgeable and is increasingly involved in assuring the quality of provision and checking the progress pupils make. The school complies with current statutory requirements for safeguarding and health and safety, including child protection.

Satisfactory arrangements promote equal opportunity and help the school to tackle any discrimination. Relationships with almost all parents and carers are good. As a result of the good range of programmes organised by the school, parents and carers are becoming more involved in their children’s learning and well-being. Some notable success has been achieved with individual families, for example, in improving their children’s behaviour. Community cohesion has strengths in pupils’ involvement in the local community but pupils’ contribution to the wider and global community is less evident. Good partnerships, particularly with external agencies and other schools, help to raise pupils’ aspirations and the quality of their learning. However, overall the school provides inadequate value for money because outcomes for pupils are inadequate.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Close liaison with parents and carers ensures that children settle quickly to daily routines. The focus on social and emotional development helps children develop trusting relationships with adults. Consequently, children behave well, and play and learn happily together. Indoors, planned activities have an appropriate balance between those children can choose themselves and those led by an adult, but ICT is underused. Children enjoy learning, confidently make choices and develop their independent learning skills well. Satisfactory welfare arrangements ensure that children are safe and cared for well. Careful assessments of children’s progress and achievements are made and used effectively to adjust future planning. Children enter Nursery with skills typically expected for their age. As a result of satisfactory teaching and learning, children make sound progress. By the time they enter Year 1 almost all children are working within the expected levels for their age. The leadership and management of the Early Years Foundation Stage are satisfactory. Teamwork is strong. Leaders have an increasingly accurate view of what to do next to develop the phase further and have suitable plans in place to secure further improvement. For



example, the outdoor areas are used continuously throughout the day, but are under-resourced and this limits the breadth of children’s learning.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

**Views of parents and carers**

Inspectors received questionnaire responses from approximately one fifth of parents and carers. An analysis of responses indicates that most parents and carers are happy with their children’s experience at school. Most indicate that their children enjoy school and the large majority felt the school keeps their children safe. Inspection evidence supports these positive views. Although a few parents and carers judge their children are not making enough progress and the school does not meet their children’s needs, most expressed a positive view. Inspectors found that in lessons work is not always closely tailored to individual’s needs and over time pupils’ learning and progress is inadequate. While most expressed a positive view, a few parents and carers indicate the school does not help them to support their children’s learning. However during the inspection, inspectors found that the school provides plentiful opportunities for parents and carers to support and be involved in 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 Heygarth 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	62	22	35	2	3	0	0
The school keeps my child safe	42	67	20	32	1	2	0	0
The school informs me about my child's progress	33	52	26	41	3	5	1	2
My child is making enough progress at this school	35	56	25	40	2	3	1	2
The teaching is good at this school	35	56	25	40	2	3	1	2
The school helps me to support my child's learning	38	60	22	35	2	3	1	2
The school helps my child to have a healthy lifestyle	34	54	28	44	1	2	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)	29	46	30	48	1	2	0	0
The school meets my child's particular needs	30	48	29	46	4	6	0	0
The school deals effectively with unacceptable behaviour	21	33	37	59	4	6	1	2
The school takes account of my suggestions and concerns	22	35	37	59	3	5	0	0
The school is led and managed effectively	39	62	23	37	0	0	1	2
Overall, I am happy with my child's experience at this school	39	62	22	35	2	3	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

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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.

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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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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 pupils' 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.**



25 March 2010

Dear Pupils

### **Inspection of Heygarth Primary School, Wirral, CH62 8AG**

I am writing to tell you about what we found when we inspected your school and to say thank you for helping with the inspection. You were all very friendly and helpful. You told us that all adults take good care of you and we agree. There are many satisfactory and some good things about your school, but its work overall is not good enough. Your school is not improving quickly enough so it has been given a 'notice to improve'. This means that inspectors will visit again to make sure that improvements are being made.

- You told us you have lots of exciting activities after lessons as well as interesting visits and these help you learn many new things. We agree.
- You also told us that some of your lessons are fun, but not all of them. We agree and have asked your school to make sure teaching is always good or better and to ensure that work is always just at the right level to help you learn more quickly. You can all help too by always concentrating and trying your very best.
- Many of you do not make as much progress as you could. We have asked the staff to help you do better so that you can attain higher standards in English, mathematics and science. If you always work hard in your lessons, this will help too.
- We have asked that the headteacher and all the staff, including the governors, check the school's work. We have asked them to do this much more often. We have also asked them to write their findings down, so that everyone can be quickly informed if they find that something is not quite right and quick action can be taken.

Thank you all again for being so helpful.

Yours sincerely

Denise Shields  
Lead Inspector



# Hillside Primary School

## Inspection report

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<b>Unique Reference Number</b>	131587
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	341169
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Shirley Herring

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Chris Teggin
<b>Headteacher</b>	Miss Margaret Steel
<b>Date of previous school inspection</b>	9 May 2007
<b>School address</b>	Ridgeview Road Prenton Merseyside CH43 9HG
<b>Telephone number</b>	0151 6779960
<b>Fax number</b>	0151 6779960
<b>Email address</b>	schooloffice@hillside.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited twelve lessons, observed eight teachers and spent approximately 60% of the time looking at learning. They held meetings with governors, staff, groups of pupils and local authority representatives. They observed the school's work, and looked at pupils' books, teachers' plans, individual education plans, records of pupils' progress, the school improvement plan, reports from partners in the local authority, and examined 48 completed parental questionnaires.

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

- attainment in English in Key Stage 2
- progress of pupils in Key Stage 1, particularly girls
- the effectiveness of teaching and the curriculum in catering for different groups
- the effectiveness of management actions in bringing about improvements
- the quality of provision for children in the Early Years Foundation Stage.

## Information about the school

This is a smaller than average primary school. More than half of pupils are entitled to free school meals and over a third have special educational needs and/or disabilities. Almost all pupils are from a White British background. The school has close links with the Children's Centre that shares the same site. From the beginning of September 2009, the headship has been shared between the long serving headteacher, who is to retire at the end of this term, and the former deputy, now acting headteacher, who took up post in September 2008. The privately run Kiddywinks before- and after-school club and the Windmills Day Nursery on site are inspected separately.

**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

This is a satisfactory school. Amongst its strengths are the good care, guidance and support it provides for its pupils and the good and effective provision for children in the Early Years Foundation Stage.

Pupils enter the school with skills that are well below those expected for their age. They make good progress in the Early Years Foundation Stage because of the good quality of teaching and learning which helps children to achieve well. Pupils make satisfactory progress overall in the rest of the school. Attainment at the end of Key Stage 1 has been consistently below average over several years and progress is satisfactory. Attainment at the end of Key Stage 2 has fallen over the last two years and is below average, though not significantly so in mathematics. Work in pupils' books indicates a similar picture for the current year. The school's records indicate that pupils make satisfactory progress overall in Key Stage 2. Pupils with special educational needs and/or disabilities make good progress because their needs are identified at an early stage and they receive good support.

Teaching is satisfactory in Key Stages 1 and 2, with strengths in the good relationships, use of resources and the contribution of learning assistants. Whilst some good practice was seen in marking in English, in accordance with the school policy, it is inconsistent across the school and subjects and does not always provide clear suggestions as to how pupils can improve. Teachers assess pupils' work regularly but do not routinely evaluate learning in lessons to plan the next steps for different groups. This is particularly so for the more-able pupils who sometimes have to complete routine tasks before getting on to more suitable, challenging activities.

A new system for assessing and tracking pupils' progress has recently been developed but it is too soon to have had an impact on standards. The monitoring of teaching and learning by senior leaders has not been sufficiently rigorous to improve the quality of teaching and so raise standards. The role of middle managers in monitoring their areas of responsibility to identify weaknesses in provision is at an early stage of development.

The school's capacity for sustained improvement is satisfactory. There are appropriate policies for guiding teachers' work and improving the quality of teaching but senior leaders do not routinely check that all staff are following the policies. The school evaluates its work accurately and has identified areas for improvement.

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

- Raise standards, by:



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- making effective use of the new systems for tracking pupils' progress in order to identify and address potential underachievement at an early stage.
- Improve the effectiveness of teaching, by:
  - ensuring that marking is consistent through the school in helping pupils to improve
  - evaluating learning in lessons more systematically to plan the next steps
  - matching tasks more clearly to the needs of different pupils, particularly the more-able.
- Develop the role of the middle managers in monitoring the quality of teaching and learning in their areas of responsibility.
- Approximately 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.

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

Pupils join in well in lessons, listen carefully and are eager to answer questions. They enjoy the practical elements of lessons, for example, moving along a number line to show the effect of multiplying by 10. On occasions, however, explanations are too long and pupils lose their concentration. From a low starting point children in the Early Years Foundation Stage make good progress, though standards are still below average when they enter Year 1. They make satisfactory progress in the rest of the school. Attainment has been significantly below average for several years at the end of Key Stage 1, with a particular weakness in reading. After a high point in 2007, when attainment was slightly above average at the end of Key Stage 2, attainment has fallen in the past two years and is below average in English though close to average in mathematics. Achievement is satisfactory overall. Achievement for pupils with special educational needs and/or disabilities is good because their needs are identified at an early stage and they receive good support.

Pupils say they feel safe because 'adults are friendly, give you advice and you can rely on them'. Pupils are polite, friendly and behave well in lessons and around school. They particularly enjoy the sports activities organised at lunchtime. They show a good awareness of the importance of exercise and a balanced diet for a healthy lifestyle. They make a satisfactory contribution to the school community through responsibilities, such as class monitors, school councillors and play leaders and make a contribution to the wider community through activities, such as fund-raising for charities and distributing Harvest gifts. Satisfactory attendance and a positive attitude to school help to prepare pupils for the future. Spiritual, moral, social and cultural development is satisfactory overall. Pupils' moral and social awareness are stronger elements and this contributes well to their good behaviour. However, the school is aware of the need to develop pupils' awareness of different cultures and religions.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers make good use of resources to demonstrate and explain and to develop pupils' understanding, for example, using cubes to work out the remainder when dividing. The skilled support staff make a good contribution to learning, particularly for those pupils who need extra support. There are good relationships between adults and pupils and this promotes good attitudes and behaviour. On occasions, marking is used well to give pupils clear suggestions for improvement, but there are inconsistencies in marking between classes and subjects. Procedures for assessing pupils' work are satisfactory but teachers do not routinely evaluate pupils' learning to plan the next steps for different groups, particularly the more-able.

The curriculum is satisfactory. There is an appropriate focus on developing basic literacy, numeracy and information and communication technology skills and so that pupils are making satisfactory progress. The school is now developing a more creative curriculum to use and further develop these skills in other subjects. Strategies to improve writing using published programmes have been introduced but it is too soon to judge their impact on standards. There is good provision for pupils with emotional and learning needs and the school is seeking to extend this well matched provision to provide greater challenge for more-able pupils. The one-to-one support offered to some pupils in Year 5 and 6 has proved effective in helping them to attain the expected level. There is a good range of visits and visitors to enhance the curriculum and promote

<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.

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pupils' enjoyment and interest. The developing programme for personal, social and health education and citizenship is contributing well to pupils' well-being. Additional activities after school are well attended.

The school provides good quality care and support for its pupils, including those in challenging circumstances. By working closely with the adjacent Children's Centre the school is able to identify children's needs before they come to school and to provide good support from an early stage. Consequently, pupils with special educational needs and/or disabilities make good progress. Parents and carers are welcome in school to discuss concerns and this is helping to improve pupils' learning. Attendance is satisfactory and improving, due in large measure to the school's good support for families. Pupils receive good guidance about how to keep themselves healthy and safe through projects such as visits from the Life Education Caravan.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The longstanding headteacher, and more recently the joint headteachers, have been successful in providing good quality care for pupils and providing a welcoming ethos in which pupils want to come to school. The senior leadership team has monitored the quality of lessons but this has not been sufficiently rigorous to improve the quality of teaching and learning in order to raise attainment. The school has recently developed a good system for tracking pupils' progress, though it is too soon to have had an impact on standards. The role of middle managers in monitoring the quality of their area of responsibility is at an early stage of development. The school's evaluation of its work is accurate and is now beginning to inform its plans for development.

Governance is satisfactory. Plans are in place to appoint a new headteacher for the start of 2011 with the acting headteacher continuing in the interim. The school has developed good partnerships with other services, particularly those in the Children's Centre, to promote pupils' learning and well-being. The school has developed a good range of initiatives, including workshops about the curriculum, to engage and support parents in their children's learning. The strong, caring ethos of the school is reflected in good procedures for safeguarding pupils. Recommended systems for safeguarding pupils are in place and the school responds promptly to any safeguarding issues.

Community cohesion is satisfactory. The school has good links with the local community and is seeking to extend this to schools with pupils from different backgrounds. The

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school has sponsored a child in Sudan for several years and pupils follow his progress with interest.

The school is inclusive and has clear policies to address potential discrimination. It is addressing some differences in achievement for different groups, for example, girls are achieving less well than boys in Key Stage 1.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery class with a range of skills that overall are well below those expected for their age, particularly in language and social skills. They make good progress in the Early Years Foundation Stage, but nevertheless the majority enter Year 1 with skills that are below the expected level. Staff provide a good range of purposeful, practical activities that shows a good understanding of how young children learn. Consequently, children are developing into active learners and this is helping to address the fact that, in the past, some boys have not made such rapid progress as the girls. Children are learning how to stay healthy as they enjoy regular exercise and healthy snacks. Good relationships and a quiet, busy working atmosphere help children to feel safe, enjoy their learning and develop good attitudes to school. They learn to make a good contribution in class as they are encouraged to follow routines and tidy away equipment.

All adults are involved fully with the children, whatever the activity, to develop their language and social skills. There is a good balance between those activities led by an adult and those which children choose for themselves. Assessment procedures are good

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and generally used effectively. Activities in small groups are well-matched to children's needs so they make good progress in their learning. Ongoing activities are well-organised to help children develop independence. There has been considerable improvement in the use of the outdoor area to extend learning and this development continues.

The Early Years Foundation Stage is led and managed well. All recommended procedures for safeguarding children are in place. There are good procedures for introducing children to school and so they settle quickly. The very good links with the adjacent Children's Centre are rightly regarded as an example of good practice in the local authority and this is helping to identify and address children's needs from a very early stage. Parents and carers are engaged successfully in their children's learning and are invited to make their own contribution to the children's learning journals.

*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**

Inspectors agree with the vast majority of parents and carers who say that the school takes good care of their children and that the children enjoy school.

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

Ofsted invited all the registered parents and carers of pupils registered at Hillside 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	58	20	42	0	0	0	0
The school keeps my child safe	31	65	16	33	1	2	0	0
The school informs me about my child's progress	32	67	16	33	0	0	0	0
My child is making enough progress at this school	27	56	19	40	2	4	0	0
The teaching is good at this school	31	65	17	35	0	0	0	0
The school helps me to support my child's learning	24	50	24	50	0	0	0	0
The school helps my child to have a healthy lifestyle	25	52	21	44	1	2	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)	26	54	16	33	1	2	0	0
The school meets my child's particular needs	25	52	20	42	2	4	0	0
The school deals effectively with unacceptable behaviour	24	50	16	33	4	8	0	0
The school takes account of my suggestions and concerns	22	46	21	44	3	6	0	0
The school is led and managed effectively	25	52	19	40	2	4	0	0
Overall, I am happy with my child's experience at this school	31	65	14	29	1	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%.

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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.
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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.**



9 March, 2010

Dear Pupils

Inspection of Hillside Primary School, Prenton CH43 9HG

Thank you for making us so welcome when we visited your school. Yours is a satisfactory school, which means there are many good things about it and also some things which could be even better.

We agree with you and your parents and carers that the school takes good care of you all and there is always someone to give you help when you need it. You play your part by working hard and behaving well. We enjoyed our visits to the Nursery and Reception classes. There are lots of interesting things for the children to do so we can see why they make good progress. From Year 1 you make the sort of progress we would expect and you reach standards that are just below the level expected for your age by the time you move to the high school.

So you can do even better in school we have asked the adults to:

- give you clear suggestions of how you can improve when they mark your work
- check that you are making sufficient progress through the school
- plan work that helps different groups to achieve as well as they can.

Thank you once again. I hope that you continue to enjoy school and to come every day.

Yours sincerely,

Shirley Herring

Lead Inspector

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# Millfields Primary School

## Inspection report

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<b>Unique Reference Number</b>	130272
<b>Local authority</b>	Wirral
<b>Inspection number</b>	341015
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Mr Paul Bamber

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Weise
<b>Headteacher</b>	Mrs M Holford
<b>Date of previous school inspection</b>	September 2006
<b>School address</b>	Willington Avenue Eastham Wirral CH62 9EB
<b>Telephone number</b>	0151 3271722
<b>Fax number</b>	0151 3276547
<b>Email address</b>	<a href="mailto:schooloffice@millfields.wirral.sch.uk">schooloffice@millfields.wirral.sch.uk</a>

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 8 teachers. They held meetings with groups of parents and carers, pupils, staff, the chair of the governing body and representatives of the local authority. They observed the school's work, and looked at documentation including improvement plans, records of pupils' attainment and progress, pupils' work in their books, and policies and procedures relating to safeguarding. The inspection team analysed 27 questionnaires returned by parents and carers, and those from staff and pupils.

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

- whether the overall attainment of Key Stage 1 pupils had risen this year and whether the decline in standards in Key Stage 2 has been arrested
- the school's strategies to improve standards in reading in Key Stage 1 and the progress made by girls and the more-able pupils in Key Stage 2 and how successful these have been
- if teaching currently and over time has been strong enough to ensure that all pupils make at least satisfactory progress
- how effective leaders and managers are in addressing weaknesses.

## Information about the school

The pupils who attend this average-sized primary school are predominantly White British. A larger than average proportion has special educational needs and/or disabilities and a much larger percentage than usual is known to be eligible for a free school meal. The school is in receipt of awards that recognise its contribution to promoting pupils' health, sport, the arts, inclusion and a sustainable environment. A new headteacher was appointed in September 2008. The school shares its site with a Children's Centre and a privately run provision which offers care for Millfield's pupils from before and after school. These provisions are subject to a separate inspection.

**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?**

4

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

3

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment, especially in Key Stage 1, to the quality of teaching and to pupils' overall progress.

Despite some good aspects in its work the school's overall effectiveness is inadequate. This is because pupils' attainment is low in reading, writing and mathematics throughout the school but especially in Key Stage 1. In the school's Year 6 national tests, standards have fallen over the past two years to significantly below average. Pupils have not achieved well enough because teaching, although now improving, has not been strong enough to enable them to overcome previous underachievement. There are still too many pupils not attaining the challenging targets set for them. Exceptions to this are pupils with special educational needs and/or disabilities, most of whom achieve their targets as a result of effective support.

Pupils enjoy learning and make a positive contribution to the school and to the wider community. They adopt healthy eating habits and participate enthusiastically in sporting activities. Pupils also enjoy and are adept at singing and performing. In this they are well supported by specialist teaching. Their acquisition, however, of those skills which will prepare them well for the next stage of their education is inadequate. Although teaching is improving and was satisfactory overall in lessons observed during the inspection, it is clear from analysing pupils' work and from attainment and progress data that expectations have not been high enough. This is especially so for pupils' basic skills and for the more-able pupils to attain at higher than age-related expectations. Neither has the use of assessment been sufficiently rigorous.

The headteacher has introduced increased rigour into tracking pupils' progress, into improving the quality of classroom practice and into assessment. These have yet to have a strong enough impact to improve overall attainment throughout the school. Middle leaders are not fully effective because they concentrate too much on provision rather than the impact of their actions to improve pupils' achievement. However, increasingly accurate self-evaluation has led to clear identification of the school's strengths and weaknesses. As a result, effective actions have been taken to improve

reading standards in Key Stage 1, the performance of girls in Key Stage 2 and outcomes for children in the Early Years Foundation Stage. The decline in overall standards in Year 6 has also been halted. Taken together, these factors indicate a satisfactory capacity to take to the school forward.

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

- Raise attainment by Year 6 in reading, writing and mathematics to at least average standards by July 2011, by:
  - enabling pupils to read more fluently
  - ensuring that pupils know and use correctly the rules of spelling, punctuation and of more complex sentence structure
  - helping pupils to plug the gaps in their knowledge and understanding of basic mathematical facts, and to be more adept at solving problems.
  
- Improve the quality of teaching and learning so that by December 2010, at least 75% of lessons are good or better, by:
  - ensuring that tasks set fully challenge all pupils, especially those who are more able, in order to make sure that they make good progress
  - injecting more pace into lessons
  - setting a realistic number of learning objectives for every lesson
  - providing pupils with more opportunities to work independently and to be involved in assessing their own and others' work.
  
- Enhance and improve the impact of middle leaders on the school's performance, by:
  - requiring them to focus their actions on remedying weaknesses in pupils' basic skills; for example, by analysing, together with colleagues, work in pupils' books in order to identify any weaknesses in their knowledge, skills and understanding
  - providing them with training to implement and enhance their role in monitoring and evaluation.

## Outcomes for individuals and groups of pupils

<b>4</b>
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Pupils generally enjoy lessons and are willing learners. Most are keen to do well and take pride in answering questions correctly or in having their work praised. They work harmoniously in pairs and readily respond when asked to indicate how well they think they have done in a lesson. However, the achievement of the pupils, including those learning English as an additional language, is inadequate overall. Currently, pupils make adequate progress in lessons and learn satisfactorily in the main. However, as a result of previous underachievement they are not progressing as well as they should over time. The evidence from lessons observed and the analysis of their work in books indicates gaps in their prior knowledge which leave them ill-equipped to deal with more complex work. Currently, Year 2 pupils' attainment in writing and mathematics is weak. In contrast, their reading skills, despite being below average, have improved considerably over the past year. In Year 6, although the rapid decline in standards has been halted they remain significantly below average, albeit with an improvement in attainment in mathematics. Insufficient

challenge for the more-able pupils means that few of these pupils attain highly throughout the school.

The behaviour and attitudes of most pupils are good. However, in most classes, a small minority are less engaged in learning and cause minor disruption. As a result the quality of these pupils' learning and their progress are negatively affected. A few pupils report that during break and lunchtime outside play can be 'a bit rough' and that, although they feel extremely safe in class, they are at times nervous about going out to play. Pupils contribute well to school life, taking on responsibility willingly and conscientiously. They have a sound sense of fair play and effective social skills. At times, pupils lack a degree of self-confidence. This, together with their broadly average attendance and well-below-average basic skills, means that they are not acquiring effective workplace skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Where teaching is at least satisfactory, lessons are planned with pupils' recent attainment in mind, which means that work is adequately suited to their needs. These lessons are managed satisfactorily, with appropriate amounts of time provided for instruction and for pupils to practise their skills and to apply their learning. Teachers make sound use of practical activities to stimulate learning, and teaching assistants provide effective support for slower learners. Assessment is satisfactory overall. There are some examples of very effective marking, but this is restricted to a few classes and within a rather limited range of subjects. Where marking is at its best, pupils are given clear pointers for improvement, but they are not required to indicate in subsequent work where and how they have responded to such advice. There are some remaining weaknesses in teaching. Teachers do not ensure that there is sufficient pace in lessons and do not enable pupils become more independent learners. In addition, basic skills are insufficiently consolidated and assessment information is not always effectively used. In some cases, teachers plan too many learning objectives for one lesson, few of which are met.

<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 curriculum has strengths in promoting pupils' enjoyment, in promoting the arts, in providing pupils with interesting experiences out of the classroom and in widening their horizons. It is a lot less successful in meeting their academic needs. Pupils are cared for well and they and their parents and carers endorse this enthusiastically. The effective partnerships the school has established with outside agencies enhance well the good provision for pupils who are looked after. The needs of pupils with special educational needs and/or disabilities are met. The strategies to improve attendance are working well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff share the headteacher's determination to address the significant weaknesses in pupils' attainment. They have made a satisfactory start, for example, in the effective actions taken to arrest the decline in overall standards in Year 6, and recognise they have quite a way to go. The will is there but more time is needed to embed better practice and to enhance the effectiveness of senior and middle leaders. The governing body supports the school's work well and has a satisfactory understanding of the school's strengths and weaknesses. However, the lack of detailed understanding of the indicators of school performance leaves the governing body less well equipped to challenge any decline in standards or pupils' underachievement. Where governance is strong is in its assurance of good safeguarding procedures which fully meet requirements. Recommended good practice is evident in all areas of safeguarding; there are well-developed child protection procedures and up-to-date training is provided. The school satisfactorily promotes equality of opportunity and does all it can to minimise discrimination and any form of harassment. It tracks the participation of different groups of pupils in aspects of school life. The school works well in partnership with parents. In promoting community cohesion, practice is much stronger within the school and in the local community than in establishing useful links with communities in different parts of the United Kingdom or abroad. Given the inadequate overall outcomes for pupils the school provides unsatisfactory value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children enter the Nursery with skills much lower than expected. In the recent past, outcomes for most children have been inadequate. As a result of changes to provision and in leadership and practice, children now make satisfactory progress through the Nursery and Reception Years. The overall quality of teaching and of support is satisfactory, with children mainly enjoying both adult-led activities and free play. Whilst most children eagerly follow their interests in free play, some require more guidance or are reluctant to involve themselves fully. Welfare arrangements are strong and children demonstrate a growing awareness of what is safe and how to be healthy. Children make friends easily and increasingly learn to share and take turns. Some lack perseverance and quickly lose interest in and do not finish tasks. Adults support children well but are at times reluctant to step back and allow children the freedom to explore for themselves. The joint leaders of the provision ensure the effective participation of parents and carers in their children's learning. They have fully supported the teaching assistant in providing family learning classes for parents and carers which have contributed significantly to the support children receive in their learning and development at home.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

## Views of parents and carers

Fifteen per cent of parents returned the questionnaire. The views of some parents and carers were also voiced at a meeting held during the inspection. A very large majority are fully supportive of the school's work. Inspectors judge that several areas of the school's work are at least satisfactory, but that evidence indicates weaknesses in pupils' progress and in teaching over time. A very few parents expressed individual concerns; these were discussed with the school, by the inspectors, and satisfactory responses were received.

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

Ofsted invited all the registered parents and carers of pupils registered at Millfields 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	52	10	40	0	0	0	0
The school keeps my child safe	16	64	8	32	0	0	0	0
The school informs me about my child's progress	14	56	8	32	2	8	0	0
My child is making enough progress at this school	12	48	10	40	1	4	0	0
The teaching is good at this school	15	60	7	28	0	0	0	0
The school helps me to support my child's learning	13	52	10	40	1	4	0	0
The school helps my child to have a healthy lifestyle	13	52	10	40	0	0	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)	10	40	12	48	0	0	0	0
The school meets my child's particular needs	11	44	12	48	0	0	0	0
The school deals effectively with unacceptable behaviour	7	28	15	60	1	4	0	0
The school takes account of my suggestions and concerns	10	40	12	48	1	4	0	0
The school is led and managed effectively	11	44	12	48	1	4	0	0
Overall, I am happy with my child's experience at this school	14	56	9	36	1	4	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 all 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"><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 pupils' 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.**



25 March 2010

Dear Pupils

**Inspection of Millfields Primary School, Wirral, CH62 9EB**

Many thanks to you on behalf of the inspection team for the polite and warm welcome you gave us when we inspected your school a few weeks ago.

It is our job to find out how good an education you are getting and this letter is to tell you what we found out. Most of you enjoy school, get on fairly well together, have a lot of interesting things to do out of class and know well how to live a healthy lifestyle. However, standards are low in reading, writing and mathematics. This is because over a period of time you have not been taught these subjects well enough. The teaching is improving now so we judge that the school can become better because your headteacher has introduced a lot of good things that are beginning to work. The school takes good care of you. However, the school has been given a 'notice to improve'. This means that it will have to quickly improve even more how you are taught and raise the standards of your reading, writing and mathematics. We judge that pupils, including those of you who find learning easier than most, require extra help to improve. We have also asked those teachers who look after subjects to concentrate more on how well you are doing in them.

You can all help by working as hard as you can and coming to school as often as you can. Thank you again for your help with the inspection. I wish you well for the future.

Yours sincerely

Mr Paul Bamber  
Lead inspector



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# Our Lady of Lourdes Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	105075
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	336418
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Diane Auton

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Fr J Feeney
<b>Headteacher</b>	Mrs Ann Melville
<b>Date of previous school inspection</b>	7 July 2007
<b>School address</b>	Gardenside Leasowe Wirral CH46 2RP
<b>Telephone number</b>	0151 638 5180
<b>Fax number</b>	0151 638 8700
<b>Email address</b>	headteacher@ourladyoflourdes.wirral.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors, one of whom focused solely on safeguarding. The inspectors visited seven lessons and observed eight teachers in their classrooms; approximately one third of inspection time was spent looking at learning, including time spent looking at pupils' work. They held meetings with governors, staff, groups of pupils and a group of parents and carers. They observed the school's work, and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 66 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

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

- the standards attained by pupils and the rate and continuity of the progress they make across the year groups and key stages in all subjects
- the effectiveness of teaching and the curriculum in building pupils' skills year on year
- the impact of leadership and management on achieving the best possible outcomes for pupils
- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

## Information about the school

This small school serves a residential area of mixed housing. Numbers on roll are rising, but the size of year groups is very uneven, currently ranging between 11 and 25 pupils. The proportion of pupils who have special educational needs and/or disabilities is larger than that found in most schools. The proportion of pupils entitled to free school meals is well-above average. Most pupils are White British, with a very small proportion from other heritages, including a small number who are learning English as an additional language. Early Years Foundation Stage education is provided in the Nursery and Reception classes. The school provides a breakfast club each morning and a range of after-school activities.

The school holds the Activemark, the Healthy Schools Award and the local authority's International Schools Award.

**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?**

**2**

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

**2**

### Main findings

This good, inclusive school serves the needs of its community with dedication and care. Well-led, effective practitioners work together to ensure that teaching methods and the curriculum are responsive to pupils' needs and interests. As a result, pupils enjoy their learning activities, apply themselves well and make good progress.

From very low starting points on entry to Nursery, pupils progress well throughout the school and go on to achieve broadly average standards in all subjects by the end of Year 6. The school's curriculum builds effectively, year on year, on the successful learning that takes place in the Early Years Foundation Stage. Good teaching is underpinned by the effective use of assessment. The quality of provision is evaluated rigorously. Expectations are high and pupils respond to this positively, growing in confidence as learners. Careful consideration is given to pupils' welfare. Sensitive and effective support provided for vulnerable pupils and those who have special educational needs and/or disabilities enables them to make good progress.

A significant proportion of younger pupils present difficulties with speech and language. Provision to address this issue was identified as an area for improvement at the last inspection. The school has now developed considerable expertise in this area and pupils benefit greatly from early identification and intensive structured support programmes. This is starting to impact very positively on their attainment and progress. Pupils who are learning English as an additional language also benefit from this expertise.

Year groups vary greatly, not only in size, but also in ability profiles. The school has to take this into account when setting out the expectations against which to measure pupils' progress and attainment. Although this happens informally, the process is not incorporated fully in the school's overall plan for improvement and, furthermore, planning does not specify sufficiently precise criteria for success. This limits its usefulness as an aid to measuring how well the school is doing. The school is aware that the outdoor area for the Early Years Foundation Stage classes needs further development to enable the good curriculum to be delivered successfully out of doors.

The effective headteacher, supported by a talented deputy headteacher, has created a strong team ethos with a clear focus on school improvement. Self-evaluation is largely accurate, based on rigorous and systematic monitoring. The school tracks pupils' progress carefully and reviews it each term. This has enabled underachieving pupils and those with additional needs to be identified and given extra help. Strategic planning involves governors and staff through the year in reviewing progress towards improvement targets. All of this, together with the skills and talents of staff and leaders, means that the school has good capacity to continue to improve.

**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

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

- Set out clear expectations for attainment and progress for each year group, taking into account variations in ability profiles. Ensure that these are explained in the school improvement plan, in order to measure the impact of actions taken and to help provide an accurate picture of how well the school is doing.
  - Improve the quality of the outdoor area in the Early Years Foundation Stage in order to ensure that it provides opportunities for children to learn through investigative and adventurous play out of doors.

## Outcomes for individuals and groups of pupils

2

Pupils apply themselves well and make good progress in lessons, showing interest and enthusiasm. They use information and communication technology (ICT) equipment with growing assurance. They work well with a partner or in groups and this is helping them to develop and offer their ideas readily. Both their responses in lessons and the work in their books indicate improving standards and good progress. Standards at the end of Key Stage 2 have been broadly average for the last five years. In 2008 attainment at the end of Key Stage 2 was higher than in previous years. This reflected the impact of improvements that had been achieved in the quality of provision in the school.

Standards fell again in 2009. This was linked to issues around a very small cohort of pupils, which included a very high proportion with special educational needs and/or disabilities. The drop in standards did not reflect a decline in the quality or impact of provision. The school's tracking information shows that pupils in all year groups made good progress in reading, writing and mathematics during the last school year and that this was also the case in the first term of the current year. Pupils in the current Year 6 are on track to reach standards that are close to national expectations in all subjects by the end of the year. During the last school year the school identified writing as an area for improvement. Actions to address this are starting to have a positive impact, with attainment and progress in writing showing improvement across the year groups.

Pupils show good awareness of issues relating to healthy living and personal safety. They enjoy taking responsibility as school councillors, peer mediators and play leaders. They form good relationships with each other and with the adults in school and they say they are confident that help is on hand if they encounter any problems. Their good achievement in improving their basic skills from very low starting points means that they are well prepared for the future. They demonstrate good study habits and concentration skills. They show a good understanding of the sound moral values the school promotes, reflected in their good behaviour and considerate attitudes. They consider and discuss serious issues in assemblies and in lessons and they are active fundraisers for local, national and international charitable causes. Their cultural awareness is supported by the school's international links and by communications with pen friends in France. Attendance is broadly average and a small minority of pupils at risk of poor attendance are identified and supported.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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?

Good teaching contributes well to pupils' learning and progress and to their personal development. Teachers set high expectations for effort and behaviour in lessons and pupils respond positively to this. Lessons are planned well to take the range of pupils' needs into account. The pace of learning is brisk, the level of challenge is good and teachers use questioning well to extend pupils' thinking. Teachers ensure that pupils are given a clear understanding of what they are expected to do and to achieve. They use target setting and marking well to point pupils to the next steps in learning and to advise them about how to improve their work. Regular assessment ensures a good overview of how well pupils are doing. The strategic use of in-class support and small-group teaching makes a strong contribution to pupils' learning, especially those who have additional needs, and pupils benefit from effective partnerships between teachers and very well-trained teaching assistants.

The curriculum is planned well to reflect pupils' interests and this ensures that they are engaged fully. There are good opportunities for pupils to practise and develop their basic skills through work across the areas of learning and this is helping to raise overall

<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.

**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

attainment. The curriculum is enriched by opportunities for pupils to develop skills in sports, the performing arts, ICT and two modern foreign languages. Further enhancement is provided by visiting specialists, themed events and visits to places of interest, including residential trips for older pupils. Well-planned provision for pupils with special educational needs and/or disabilities ensures that they enjoy full access to learning and social inclusion. Pastoral care is good and the school works sensitively to support vulnerable pupils and their families. This is helping to break down barriers to learning and progress that some pupils encounter. Effective steps are taken to promote attendance and the school works supportively with families at risk of poor attendance. The well-attended breakfast club gets the day off to a happy start for pupils.

*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>2</b>

## How effective are leadership and management?

Governors and staff at all levels wholeheartedly share the headteacher's clear vision and resolve to take the school forward and to achieve the best possible outcomes for pupils. The recent appointment of a deputy headteacher has strengthened leadership and management and middle leaders also help to assure the quality of provision. All of this contributes well to school improvement. Leaders know their school well. Regular progress reviews help to identify pupils who are underachieving, ensuring that they are given the support they need. Rigorous monitoring systems help to assure the good quality of teaching and the curriculum. The supportive, well-informed governing body is an effective critical friend to the school. The school improvement plan is well crafted, although success criteria for actions aimed at raising standards and progress are not precise enough.

Parents' and carers' very positive views of the school reflect the school's success in reaching out to them and supporting their involvement in their children's learning. The school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and ongoing review of their effectiveness. Its inclusive ethos promotes equality of opportunity and access to educational entitlement well. Its partnership with local special schools provides for reciprocal part-time placements and visits that benefit pupils from all the schools concerned. The breakfast club and after-school activities are well organised, popular with pupils and valued by working parents and carers. The school's leaders are currently working on further developments to their successful extended provision, with building



**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

work currently under way on the adjacent parish church site. The school contributes well to community cohesion through a very wide range of partnerships in and beyond the parish and the community, including links internationally, with local special schools and the high school, and with a range of agencies that support pupils' health, welfare, social and learning needs.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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

Children enter the Nursery class with skills that are well below the expected levels for their age. They make good progress, and by the end of the Reception Year, although most children's attainment is below age-related expectations in most of the areas of learning, they have gained very positive attitudes and have become happy, interested learners. The quality of teaching is good and children are provided with a rich, stimulating environment. There is a good balance of activities chosen by the children and those led by adults and children are thereby supported well in developing the skills that lead to independence. The outdoor area is currently satisfactory, but needs further development to enable investigative and adventurous learning to take place through outdoor play. Effective assessment is supported by a wide range of evidence gathered through observations of children in their activities and staff use this well to plan the next steps in their learning, to meet their individual needs and to ensure that activities reflect the children's interests. Children with additional needs are identified promptly and extensive support is provided for them. The setting is particularly effective in supporting children with speech and language delay and those learning to speak English as an additional language, enabling them to become increasingly effective and confident



**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

communicators. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and staff forge the positive relationships with parents and carers that prevail throughout their children's time at the school. Workshops and family learning opportunities enable an increasing number of parents and carers to become directly involved as partners in their children's learning. The setting is well led and managed and members of the staff team work together well. Provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are very good and meet all requirements.

*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**

Around half of parents and carers responded to the questionnaire. A very large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's good overall effectiveness and on its successful partnerships with parents, carers and families, including some who are hard to reach.

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

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of Lourdes Catholic 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 inspector received 66 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	68	19	30	0	0	0	0
The school keeps my child safe	44	70	19	30	0	0	0	0
The school informs me about my child's progress	27	43	34	54	1	2	0	0
My child is making enough progress at this school	34	54	28	44	1	2	0	0
The teaching is good at this school	41	65	22	35	0	0	0	0
The school helps me to support my child's learning	34	54	27	43	2	3	0	0
The school helps my child to have a healthy lifestyle	35	56	25	40	1	2	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)	34	54	25	40	0	0	0	0
The school meets my child's particular needs	36	57	26	41	1	2	0	0
The school deals effectively with unacceptable behaviour	28	44	31	49	4	6	0	0
The school takes account of my suggestions and concerns	33	52	28	44	0	0	0	0
The school is led and managed effectively	41	65	21	33	0	0	0	0
Overall, I am happy with my child's experience at this school	42	67	19	30	1	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.

## 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.**



11 February 2010

Dear Pupils

Inspection of Our Lady of Lourdes Catholic Primary School, Wirral, CH46 2RP

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. Our Lady of Lourdes is a good school and below are some of the things we found out about it.

Your school is a happy place of learning and you are well-behaved and polite young people. You work hard in your lessons, you enjoy your work and you get on well with each other and with the adults in school. The Early Years Foundation Stage gets your education off to a good start and the school gives you a good standard of education. You are given good teaching and interesting lessons and the grown-ups in school look after you well.

You are making good progress in your learning. Each year pupils from Our Lady of Lourdes are getting closer and closer to reaching national standards at the end of Year 6. Well done. Keep up the good work! There is still some work to be done to make Our Lady of Lourdes the best school it can possibly be. These are the things I have asked the headteacher, the staff and the governors to do.

- Set out clearly how well they expect each year group to do in reading, writing and mathematics during the year, taking into account those of you who have extra learning needs. This is so that, at the end of the year, they will be able to measure exactly how well everyone is doing and how effective the things they have done to help you have been.
- Improve the outdoor area in the Early Years Foundation Stage, so that the children there can have more opportunities to learn through adventures and investigations out of doors.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future.

Yours sincerely

Mrs Diane Auton

Lead Inspector

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# Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	104999
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336400
<b>Inspection dates</b>	15–16 April 2010
<b>Reporting inspector</b>	Kevin Johnson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Birkett
<b>Headteacher</b>	Hilary Ryan
<b>Date of previous school inspection</b>	June 2007
<b>School address</b>	Alderley Road Wallasey CH44 4ES
<b>Telephone number</b>	0151 638 6008
<b>Fax number</b>	0151 639 9571
<b>Email address</b>	headteacher@park.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and saw 12 teachers. Meetings were held with governors, staff, groups of pupils, and parents and carers. Inspectors observed the school's work, and looked at its assessments and national assessment data, policies, improvement planning and minutes of governors' meetings. Eighty-two questionnaires completed by parents and carers, and a large sample of the 166 questionnaires completed by pupils, were also scrutinised.

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

- girls' attainment in Years 3 to 6, particularly in mathematics, and whether standards are improving at Key Stage 1
- whether teaching and learning is consistently good throughout the school
- how well school leaders promote community cohesion.

## Information about the school

The school is larger than average due to the intake of pupils resulting from the closure of a nearby smaller school in 2008. Accommodation, temporarily, is in the building of the closing school. Almost all pupils are from White British backgrounds. The proportion of pupils receiving free school meals is double the national average. This is a similar proportion to the number of pupils with special educational needs and/or disabilities. The school has achieved National Healthy Schools status as well as Artsmark 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**

2

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

2

### Main findings

Excellent leadership from the headteacher and governors, supported by a strong senior management team, has enabled school staff to build solidly on previously good outcomes. The amalgamation of two school communities has been managed exceptionally well. As a result, this is a good school which has seen continuous improvement and now has some significant outstanding features.

Children in the Early Years Foundation Stage are given a good start to their learning and development from very low development points in relation to expectations for their age. They make good progress, particularly in their social skills and in their readiness to learn, and this stands them in good stead for their following stages. Due to consistently good teaching pupils make good progress throughout the school. Although teachers use assessment information well to plan for pupils and make sure there is good pace to their learning, they do not consistently make sure that the next steps to be taken are made clear in marking so pupils do not always make the progress they could. Outstanding care and support and the exceptional lengths the school goes to in securing equality of opportunity for all pupils means that pupils not only feel extremely safe, but that the additional needs of the most vulnerable are very well managed so that they also make good progress. Attainment at the end of Year 2 and Year 6 has improved. Teachers have worked hard in providing additional support for a targeted group of underachieving girls so that the gap between boys' and girls' achievement in mathematics has been closed successfully. Consequently standards at Key Stage 2 in all subjects are average.

Pupils' enjoyment of school and, at times, their exemplary attitudes are a measure of the outstanding opportunities provided through an innovative and exciting curriculum. Some parents and carers comment on how their children are 'inspired' to follow up work in class through independent research at home which is often saved on 'memory sticks' and shared with others in school.

Rigorous and incisive self-evaluation, to which all leaders contribute, has brought about higher standards, stronger teaching and a much improved curriculum. The accurate picture of the school's performance gained from this process gives the school good capacity for further improvement. Governors have done all that they can to ensure outstanding procedures for the safeguarding and well-being of staff and pupils in what is currently the school's temporary home. Links with parents and carers, and the wider local community, are very positive. Leaders recognise the need

to build on the advances made to promote community cohesion by consolidating the tentative approaches made towards contrasting schools in the United Kingdom and communities globally.

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

- Improve the effectiveness of marking in all subjects by:
  - ensuring that teachers consistently inform pupils of the next steps they should take to improve their work and their progress.
  
- Strengthen the school's contribution to promoting community cohesion by:
  - planning opportunities for pupils to learn more about cultural diversity within the United Kingdom and global community
  - monitoring the impact of the plans on pupils' attitudes and understanding of modern multicultural society.

## Outcomes for individuals and groups of pupils

2
---

Pupils learn well because they enjoy their lessons. They are very keen to share their learning and rise to the challenges of teachers' good questioning and well-planned tasks. Independent learning is a strong feature of the curriculum and pupils are given scope to follow their own interests. For example, pupils who were curious about a windmill that can be seen from their classroom window discovered, on visiting it, that it is a protected habitat for bats. This promoted a great deal of excitement, meaningful learning and prompted the development of good-quality research skills.

The good pace of progress in all classes means that standards have risen at both key stages in the current year. Inspection evidence indicates all-round improvement at the end of Year 2 with more pupils on track to reach the higher levels. The previously disappointing performance by girls in mathematics at the end of Year 6 has been successfully turned around by the school through well targeted additional support. Current work shows significant improvement and that pupils are on track to reach nationally expected levels in English, mathematics and science. Pupils with special educational needs and/or disabilities are very well provided for. Individual learning and provision are carefully planned so that all pupils are given the opportunities needed to achieve their personal best.

Pupils' spiritual, moral, social and cultural development is good. They are polite and well mannered. Behaviour in lessons and around the school is never less than good. Excellent relationships with peers and adults who work in the school lie at the heart of pupils' outstanding levels of feeling secure and confident with the help that is at hand. Average attendance and attainment contribute to pupils' overall satisfactory development of workplace skills. Pupils contribute a great deal to the life and ethos of the school through their involvement in activities, during and after lessons, and willingness to take on additional responsibilities. The school council follows a busy schedule and has led the rest of the school well, for example in deciding some features of their new school building. Pupils fully understand how a healthy lifestyle is important to their well-being. To this end they have fostered a link with the local

Allotment Association and now grow some of their own produce for the school kitchen.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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>2</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]/[skills] that will contribute to their future economic well-being</b>	<b>3</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?

High expectations, good challenge and fun are some of the hallmarks of all lessons. Teachers make good use of electronic whiteboards to keep pupils on their toes whether to try to 'outwit' a function machine which doubles numbers or to reinforce multiplication skills. Lesson objectives are shared clearly so that pupils know what is expected of them and they can set the pace of their own learning. Teachers take full account of pupils' varying abilities and of the way they learn best, to plan work that is matched well to pupils' particular needs. Assessments are used well to set individual targets for pupils and some are increasingly involved in evaluating their own work. Work in English is generally marked well but the same quality and consistency is not seen in all subjects so that pupils are not fully aware of their next steps to improvement. Teaching assistants fulfil a crucial role as valued members of the teaching team. They work sensitively with individual and groups of pupils and support their learning and progress well. Occasionally, the balance between listening and activity is not well matched so that there is too little time for pupils to finish tasks.

A great deal of planning, trial and evaluation has gone into developing an outstanding curriculum which motivates and challenges pupils and is tailored to their needs. Pupils are given a say in what they want to find out about topics and the freedom and encouragement to apply their skills and explore different paths to their objectives. Development of literacy, numeracy, and information and communication technology (ICT) is given high priority. There are ample opportunities for pupils to nurture and develop skills and interests in after-school clubs. The curriculum provides very well for pupils' personal, health and social education enabling them to make suitably informed choices about their safety and well-being.

<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 genuinely warm and welcoming environment is indicative of the exceptional care provided for all pupils. This is overwhelmingly supported by the views expressed by parents and carers who are very appreciative of the information they receive from school and the openness of staff when they need to discuss any issues. Particular care is provided for the most vulnerable pupils and the school works extremely hard to encourage and support families, especially where attendance can be improved. Social and moral guidance for pupils is rooted in clear expectations and shared values, and has a strong impact on pupils' development of good personal qualities. There are excellent systems to welcome pupils, and parents and carers, into the school and very supportive transition arrangements for those transferring to their next school.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and governors' management of the amalgamation of two school communities and continued focus on the vision and drive for improvement has shown outstanding qualities. The school is a cohesive and purposeful unit in which every teacher is ambitious for every pupil. Professional development has opened up opportunities for senior and middle managers to build on their skills and add further rigour to monitoring and evaluation in order to continue the effective improvement seen in the key areas of management, teaching and the curriculum. The school's ethos and work are driven by the belief that all pupils have the equal right to achieve their best. Any discrepancies in academic or personal achievement are tackled vigorously through highly effective monitoring and support. Valuable links with local schools and colleges benefit pupils' learning in arts, sports and science subjects, including those who are particularly able and talented. High-quality practice and procedures ensure the safeguarding of pupils in school. Although the school is occupying a temporary site, governors leave nothing to chance. Staff and pupils alike fully understand their roles with regard to safeguarding and staying safe. Leaders have taken positive steps to promote community cohesion by forging productive links with local community groups. An action plan for development is in place but as yet there has been limited action to reach out to other communities. Consequently, pupils have only basic understanding of how different cultural groups can contribute to a cohesive multicultural society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's knowledge and skills are at very low levels in relation to those typically seen on entry to Nursery. Good leadership and well-managed provision ensures that at the end of the Early Years Foundation Stage almost all children are working within their early learning goals. Personal, social and emotional development is developed very well managed ensuring that children become confident and eager learners.

There is a strong focus on developing early reading and writing skills. The teaching of letters and sounds is very sharply focused and gives children the confidence to tackle reading and writing on their own. Well-planned activities are geared up to allowing children to explore and develop skills independently. Best use is made of the outside space available but this currently has limitations due to space and capacity for extensive exploration and play. Children can have a say in what they want to learn. An exciting outdoor activity during the inspection allowed children to follow up their ideas and learn more about trains. They enjoyed being passengers, guards and ticket collectors and made sure that the engine driver got his snack! The teacher's role was highly effective in stimulating children's language and imagination to keep the role play going. There is good provision for children's welfare. Parents and carers are warmly welcomed by staff and appreciate the workshops and other opportunities to share in their children's learning and development. Staff members are watchful over the children in their care and place high priority on safety and well-being. All share in the process of assessment by noting children's individual developments and helping to plan their next steps.

### *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 in the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers expressed highly positive views about the school. Inspectors agree with the very favourable comments about the individual care and support which pupils receive. The concerns of a very small minority of parents and carers were followed up during the inspection and inspectors agree with the school that issues are responded to properly and any resulting action is closely monitored.



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

Ofsted invited all the registered parents and carers of pupils registered at 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	54	35	43	2	2	1	1
The school keeps my child safe	61	74	19	23	2	2	0	0
The school informs me about my child's progress	44	54	35	43	1	1	0	0
My child is making enough progress at this school	50	61	30	37	1	1	0	0
The teaching is good at this school	51	62	30	37	0	0	0	0
The school helps me to support my child's learning	49	60	30	37	2	2	0	0
The school helps my child to have a healthy lifestyle	39	48	35	43	6	7	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)	40	49	31	38	6	7	1	1
The school meets my child's particular needs	46	56	29	35	5	6	0	0
The school deals effectively with unacceptable behaviour	43	52	32	39	2	2	2	2
The school takes account of my suggestions and concerns	39	48	33	40	6	7	0	0
The school is led and managed effectively	49	60	23	28	7	9	0	0
Overall, I am happy with my child's experience at this school	51	62	26	32	4	5	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 all 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"><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 pupils' 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.**



19 April 2010

Dear Pupils

### **Inspection of Park Primary School, Wallasey CH44 4ES**

Thank you for making us so welcome when we came to inspect your school recently. It is always a great pleasure to talk to such polite and well-mannered children as yourselves. You told us a lot about your school, for example about how well behaved you are, how safe you feel and the outstanding way that the adults take care of you and we agree with you entirely. We also learned that your attendance is improving. That's very important so do keep it up.

Yours is a good school and some things are outstanding. I have already mentioned one of them but you also have outstanding opportunities to learn in an exciting way and your headteacher and governors lead the school exceptionally well. We also agree with you about your lessons being great fun, thanks to the hard work and energy of all of your teachers. The standards you reach in your work are improving and you all make good progress.

I know you are very proud of your school and so are your teachers, school governors, and parents and carers. Everyone wants it to be even better, so to help that to happen I have asked for two things. First, I have asked your teachers to make sure that when they mark your work you always know what you need to do next to make it better. Second, I have asked if you can be give more opportunities to find out about how different communities in this country and from countries around the world can live and work together.

Best wishes and good luck to all of you.

Yours sincerely

Kevin Johnson  
Lead inspector



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# St Alban's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	105072
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336416
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Mrs Judith Straw

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr David Long
<b>Headteacher</b>	Mrs Catherine Frost
<b>Date of previous school inspection</b>	February 2007
<b>School address</b>	Ashburton Road Wallasey CH44 5XB
<b>Telephone number</b>	0151 638 6373
<b>Fax number</b>	0151 638 2870
<b>Email address</b>	headteacher@stalbans.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons taught by 16 teachers. They held meetings with parents and carers, groups of pupils, governors and staff. They observed the school's work, and looked at improvement planning, policy documents, national published assessment data, the school's own data and pupils' work. Inspectors analysed 185 parental, 100 from pupils and 28 staff questionnaires.

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

- the school's evidence on the progress and attainment of boys in Key Stage 1 , girls in Key Stage 2 and that of higher ability pupils, to determine whether teaching for these groups is challenging enough
- pupils' progress and attainment in English, particularly in writing
- how accurately leaders and managers evaluate the school's strengths and weaknesses.

## Information about the school

This is a larger than average primary school. The great majority of pupils are of White British heritage. Few pupils speak a home language other than English. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils with special educational needs and/or disabilities is just above the national average. The school holds a number of awards including the Basic Skills Mark, Artsmark bronze, Activemark and the Healthy Schools Award.

**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**

**2**

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

**2**

### Main findings

St Albans is a good school. The care, guidance and support that pupils receive are outstanding. Under the clear direction of the headteacher and with the whole-hearted commitment of all those who work in the school, St Albans has improved nearly every aspect of its work since the last inspection. Attainment overall is average, but rising, and it is above average in science. Pupils' learning and progress are good because teaching is effective and pupils are motivated to do their best. Leaders and managers have a very good understanding of the strengths and weaknesses of the school as a result of accurate self-evaluation. They have acted promptly and effectively to address a weakness in pupils' writing and demonstrate the good impact of their work. This proactive approach has already significantly improved pupils' performance in mathematics and science and is evidence of the capacity to sustain further improvement is good.

The school has worked to good effect to improve the quality of teaching and learning. However, while the overall quality of teaching is good, it ranges from satisfactory to outstanding. Good and better teaching is characterised by high expectations, stimulating activities in which pupils are fully engaged and where pupils are challenged through careful questioning to think and manipulate ideas. In these, the majority of lessons, progress is good. On some occasions, pupils work at a slower pace and higher ability pupils find the work easy. The use of assessment in lessons is not always effective and the quality of marking of pupils' work varies from excellent to satisfactory. The good curriculum provides a stimulating learning environment and suits the needs of pupils well. There is a good range of extra-curricular activities and the curriculum successfully promotes pupils' personal development. Pupils' spiritual, moral and social development is good but there are fewer opportunities for them to learn about and experience other cultures. The promotion of community cohesion is satisfactory. The school is aware of the need to further emphasise pupils' cultural development and awareness of the wider community.

The high quality of care, guidance and support ensures that pupils feel safe and enjoy their learning. Pupils say that bullying is almost non-existent and that staff take good care of them. Relationships between adults and pupils are good and this is reflected in the happy and positive learning environment which pervades the school. The governing body is supportive. Governors are active in the monitoring of the school and hold it to account. The school provides good value for money.



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

- Increase the effectiveness of teaching, by:
  - planning to ensure that the higher ability pupils always receive enough challenge
  - checking more frequently on progress during lessons
  - ensuring that the quality of marking consistently provides pupils with both an evaluation of their work and helpful guidance on how to improve.
  
- Improve the promotion of community cohesion by providing more opportunities for pupils to learn about cultural, ethnic and social diversity in Britain and the wider world.

### Outcomes for individuals and groups of pupils

2

Pupils enjoy school and their learning, especially in lessons where they are actively engaged. Pupils enter school with skills and abilities below the expectations for their age. Attainment at the end of Year 6 has been broadly average for the last three years, but is now rising as the school is dealing successfully with a legacy of underachievement. Inspection evidence shows that progress is accelerating and that nearly all pupils are making good progress. The school has addressed the issue of boys achieving less well in Key Stage 1, by ensuring that work is equally appealing to both girls and boys. In lessons, pupils work with enthusiasm and are attentive, keen to learn and support each other. All pupils know and understand their numeracy and literacy targets. Pupils with special educational needs and/or disabilities make equally good progress as their peers. Some make even better progress. This is because there is an excellent range of intervention strategies, implemented by a well informed team of teaching assistants, to support these pupils.

Pupils are polite, articulate and keen to talk about their work with adults. They are very knowledgeable about e-safety and how to keep themselves safe. They put into practice the good advice they receive on healthy living, and understand what constitutes a balanced and healthy diet and the value of regular exercise. They eagerly engage in activities, such as, the recent 'walk to school week' and 'safe cycling' lessons. They make a good contribution to their school by taking on responsibilities such as 'playground pals' and 'road safety officers'. They also make a positive contribution to the local community by taking part in parish events. Their awareness of cultures other than their own is limited. Behaviour is good. Pupils' secure and improving basic skills, their high self-esteem and confidence, and their increasing awareness of the importance of regular attendance and of good punctuality, prepare them well for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3

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<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 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>2</b>
<b>Pupils' behaviour</b>	<b>2</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]/[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?

Teaching and learning are good. Occasionally teaching is outstanding. Features of good teaching include a high degree of subject knowledge, effective questioning techniques and the good use of teaching assistants to support the learning of many pupils. Teachers generally have high expectations and pupils are keen and motivated to learn. Pupils' good behaviour and responsive attitudes makes them equal partners in their learning. Where teaching is less good it is because the pace is slower and sometimes higher ability children could be challenged to do more. Most marking is conscientious and thorough, but this is not evident in all classes. Where there is excellent practice, staff praise what is good, and give advice on how work can be improved to help pupils reach their targets. Some teachers do not offer enough advice to pupils on how to improve their work. Most teachers use well the good systems for tracking pupils' progress to identify where extra support is needed.

The curriculum caters well for the development of pupils' knowledge, understanding and skills. A focus on improving writing and mathematics across a range of subjects has been successful in addressing identified weaknesses. Pupils develop good skills in using information and communication technology (ICT) and enjoy the opportunity to learn French and Spanish. Whole-class harp lessons are a highlight of most weeks. The range and quality of extra-curricular activities is a particular strength, and the additional opportunities for sport, visitors, visits to places of interest and residential visits all enhance pupils' interest and enjoyment. Links across the curriculum are well developed through projects, such as the seaside and the recent 'Africa week'.

Very well targeted support ensures that those pupils identified with special educational needs and/or disabilities receive prompt and effective attention. Children throughout the school are known as individuals and there is very effective work with families and external agencies to ensure that pupils' needs are well met. The school offers excellent emotional support through a range of strategies. Strong links with local high schools ensure that pupils are well prepared for the next stage of their education and are starting to consider career choices.

*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?

The senior leadership team is focussed on driving and sustaining improvement. The focus on improving teaching and learning since the last inspection has brought about significant improvement in classroom practice and this has impacted positively on pupils' progress and on raising standards in both key stages. Senior leaders have an accurate picture of strengths and weaknesses, and middle leaders now play an active role in monitoring the areas for which they are responsible. All the adults in school share the same vision for continual improvement. To ensure satisfactory equality of opportunity, the school has a rigorous and effective tracking system, so that the individual progress of every pupil is carefully watched and prompt action is taken to help those who appear to be faltering. Governors are loyal and proud of the school, and take their responsibilities seriously. However, their other professional commitments mean that they have a limited time that they can give to supporting the school.

Good links with parents and carers ensure that most feel well informed about their children's progress. Many parents and carers were very positive in their praise for the way in which the school engages with them and for the variety of opportunities they have to come into school, such as the 'family works' sessions. The school has good safeguarding measures in place to ensure pupils' protection and safety. Systems are well developed with good practice evident. A plan is in place to better promote community cohesion. Although links with the local community are strong and effective, and the school has a links with another school in Rwanda, managers are aware that there is more to be done to promote community cohesion nationally and internationally.

*These are the grades for the 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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good because the setting is well led and managed. Most children, including those with special educational needs and/or disabilities, make good progress from their starting points, which are generally below those expected for their age. This is because teaching is well-planned to meet children's needs and interests. Staff provide a wide range of creative activities to motivate children in their learning. Children feel happy and safe, and work and play well together. Observations and assessments are used well to plan the next steps in learning. They are helpfully recorded in the individual 'learning journey' booklets, with a particular focus on those children requiring specific support, and are an example of excellent practice. There is a good balance between adult-led and child-initiated activities.

The school has a welcoming and interesting learning environment. Good use is made of the limited outdoor space and staff have an action plan for utilising the outside learning space even more effectively. The focus on social and emotional development enables pupils to develop a positive attitude to learning. There are well-established and effective partnerships with parents and carers. These include good induction arrangements, meetings, information booklets, and opportunities to visit the school informally, such as the 'chatterbox coffee mornings'. The Early Years Foundation Stage manager leads an enthusiastic team of staff who work well together and share a common sense of purpose that all children should have the opportunity to learn and develop. Self-evaluation is accurate.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

Just over half of the parents and carers responded to the inspection questionnaire. The great majority were entirely positive in their responses. There was particular praise for the support for pupils with special educational needs and/or disabilities, the commitment and enthusiasm of all the staff, and the involvement of the headteacher in so much that goes on. Parents and carers said their children settle quickly in to school and enjoy it. One parent wrote 'now in Year 6 my son has never had a day when he didn't want to go to school'. Another wrote, quite simply, 'the best school in Wirral'. A few parents and carers felt that the school placed too much emphasis on wearing correct uniform and a few felt they would like more information on their children's progress. Inspectors found that most parents and carers were happy that their children are encouraged to be smartly dressed and because the headteacher has an 'open door' policy there are many opportunities for parents to talk to staff about their children's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at St Alban's Catholic 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 185 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	121	65	62	33	1	1	0	0
The school keeps my child safe	136	73	44	24	4	2	0	0
The school informs me about my child's progress	111	60	69	37	4	2	0	0
My child is making enough progress at this school	108	58	71	38	6	3	0	0
The teaching is good at this school	115	62	67	36	2	1	0	0
The school helps me to support my child's learning	112	60	67	36	6	3	0	0
The school helps my child to have a healthy lifestyle	99	53	83	45	2	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)	100	54	75	40	4	2	0	0
The school meets my child's particular needs	107	58	74	40	3	2	0	0
The school deals effectively with unacceptable behaviour	94	51	81	44	9	5	0	0
The school takes account of my suggestions and concerns	90	48	87	47	3	2	0	0
The school is led and managed effectively	117	63	66	35	1	1	0	0
Overall, I am happy with my child's experience at this school	121	65	62	33	2	1	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
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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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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.**



18 June 2010

Dear Pupils

**Inspection of St Alban's Catholic Primary School, Wallasey, CH44 5XB**

Thank you for being so friendly and polite when we came to inspect your school recently. We very much enjoyed being with you in classrooms, talking with you and reading the work in your books. Listening to Year 4 playing their harps was a delight.

St Albans is a good school. You are now making good progress and test results at the end of Years 2 and 6 are getting better each year. You told us how much you enjoy school and how you feel safe. We were very impressed with your behaviour in lessons and outside. You are taught well and this is why you are doing well in your work. You are keen to learn and enjoy the many interesting activities offered to you. The school takes excellent care of you.

Your school is well led by the headteacher and her team. They are constantly trying to improve the school for you. In order to help them to do this, we have asked the school to make sure that work is always hard enough for you to be really successful, to check on how well you are doing during lessons and to make sure that you always receive advice on how to improve when teachers mark your work. We have also suggested that you have more opportunities to learn about the lives and traditions of people from different backgrounds in Britain and the wider world.

You can play your part by continuing to do your best and telling your teachers if your work is too hard or too easy. You have my best wishes for the future.

Yours sincerely

Mrs Judith Straw  
Lead inspector





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# St John's Catholic Junior School

## Inspection report

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<b>Unique Reference Number</b>	105080
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	336420
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Stephen Wall

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>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Baxter
<b>Headteacher</b>	Mr P Sharp
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Old Chester Road Bebington Wirral CH63 7LH
<b>Telephone number</b>	0151 6459615
<b>Fax number</b>	0151 6456673
<b>Email address</b>	<a href="mailto:schooloffice@stjohns-junior.wirral.sch.uk">schooloffice@stjohns-junior.wirral.sch.uk</a>

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and saw eight teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 120 questionnaire returns from parents and carers, and 181 from pupils.

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

- pupils' achievement, especially in English, mathematics and science
- the quality of teaching and its impact on pupils' learning and progress
- the quality and impact of the curriculum on pupils' learning and progress.

## Information about the school

This is an average size school in which the proportion of pupils entitled to a free school meal is above average. Most pupils are of White British heritage. The proportion of pupils believed to have English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The school has gained the Healthy Schools and the 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

This is a satisfactory school. Leaders and managers have improved the school's systems for collecting and using assessment data. These are now good and represent a big step forward in this aspect since the last inspection. There are some early signs that attainment in English, mathematics and science is rising as a result. However, other key aspects of the school's work have not improved at the same rate and have remained satisfactory. Procedures for evaluating the school's effectiveness are satisfactory. They result in leaders and managers having an accurate understanding of the school's strengths and where it needs to improve. Hence the school's capacity for sustained improvement is satisfactory. However, although school planning satisfactorily identifies the main priorities for improvement, these are not sufficiently sharply focused. The strategies for tackling them, although improving, are not consistently robust.

Pupils enjoy school. They comment on the school being like a big family. Good care, support and guidance ensure that pupils feel safe and valued as individuals. Their behaviour in lessons and around school is good. Pupils have good knowledge and understanding of the importance of healthy lifestyles. Their spiritual, moral, social and cultural development is good. They have a firm grasp of right and wrong and treat each other and the adults working with them respectfully.

The quality of teaching is satisfactory overall. Some teaching is good. In many lessons, teachers go to great lengths to provide a wide range of activities that promote good levels of enjoyment. However, teaching does not concentrate sharply enough on the impact of the activities on pupils' learning and progress, which are too often only satisfactory. Teaching too often misses opportunities to use information and communication technology (ICT) creatively to add extra interest to lessons and support pupils' learning. The satisfactory curriculum meets pupils' needs and statutory requirements. However, it does not provide pupils with enough opportunities to apply their skills in English, mathematics and ICT across a range of subjects. This limits the development of their skills as independent learners.

Leadership and management are satisfactory. Leadership has established good links with parents and carers, with the result that most parents are very supportive of the school's work and particularly appreciative of the good care, guidance and support it provides.

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

- Improve pupils' learning and progress and thus raise achievement, by:

**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

- making sure that teaching has a sharper focus on pupils' progress and learning
  - improving the use of information and communication technology in teaching
  - providing pupils with more opportunities to apply their literacy, numeracy and information and communication technology skills across a range subjects to promote their skills as independent learners
  - making sure that leadership and management provide the school with a more sharply focused set of priorities for improvement and clearer strategies to tackle them effectively.
- 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**

Most pupils have positive attitudes to learning. They participate eagerly in lessons and enjoy working together in pairs and small groups. They behave well in lessons because relationships with the adults working with them are strong. Pupils listen well, but their attention wanes quickly when teachers talk too much. They take pride in the presentation of their written work. Pupils join the school with broadly average levels of attainment. They make satisfactory progress as they move up through the school. By the end of Key Stage 2 attainment is broadly average. Overall, therefore, achievement is satisfactory. All groups of pupils including those with special educational needs and/or disabilities make satisfactory progress. The school's much improved assessment procedures show that pupils' learning and progress are starting to improve because underachievement is now identified and tackled more quickly. Pupils are confident and mature. They are welcoming to visitors. They show good levels of respect towards each other and the adults working with them. Pupils understand the importance of healthy lifestyles. They know which foods are good for them and what they need to treat with caution. They understand the dangers of smoking and substance abuse. Pupils enjoy contributing to the school community by taking on responsibilities, such as becoming members of the school council. However, such opportunities are limited. Pupils are active in their local community where they willingly support fund raising for local charities. Pupils' preparation for their future education and economic well-being is satisfactory. They have average levels of basic skills in English, literacy and ICT. Their attendance is average.

*These are the grades for pupils' outcomes*

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?**

All teaching is at least satisfactory. Occasionally it is good. Teachers go to great lengths to provide pupils with a wide range of activities in each lesson. Pupils enjoy these activities and the variety this brings. However, teaching does not relate the activities closely enough to their impact on the quality and pace of pupils' learning. Too much planning concentrates on teaching at the expense of learning. Consequently, although pupils' enjoyment in lessons is high, their learning and progress are generally only satisfactory. Where teaching is good, activities are planned with a sharp focus on how they are going to accelerate pupils' learning.

The curriculum meets the needs and interests of pupils. It provides pupils with satisfactory basic skills in English, mathematics and ICT. However, there are not yet sufficient opportunities for pupils to use these skills in other subjects. The school is keen to develop topic and themed work to provide pupils with more opportunities to apply their literacy and numeracy skills in more meaningful ways. It will also support their development as independent learners. However, planning for this is at a very early stage. The range of enrichment activities is satisfactory.

Care, guidance and support are strengths of the school. Support and guidance are especially strong for pupils with special educational needs and/or disabilities and vulnerable pupils. This enables pupils to develop positive attitudes towards school and boosts their confidence. Good liaison with the local infant school enables pupils to settle quickly when they join the school. Pupils are supported effectively for their move to secondary school. All pupils are known and valued as individuals which adds to their feeling of safety and security in school.



**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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are satisfactory. Governors provide satisfactory levels of support and challenge. Leaders and managers know what the school does well and where it could do better and promote their vision for the school satisfactorily. However, development planning, although successful in identifying priorities for improvement, lacks some sharpness. For example, the monitoring of teaching and learning takes place regularly. However, without a clearer focus to guide the monitoring, its impact is not specific enough to show teachers what they need to do to move satisfactory teaching to at least good.

The school is an inclusive community committed to promoting equality of opportunity. Much improved use of assessment data enables the school to track more accurately the learning and progress of individuals and groups of pupils. As a result, the school is secure in knowing how much progress pupils with special educational needs and/or disabilities and other groups, such as those pupils with English as an additional language are making.

Safeguarding procedures are satisfactory. Appropriate checks are carried out on all staff and visitors to the school. Relevant personnel receive training to update them on safeguarding and child protection procedures. Risk assessments are in place, although more rigour is needed in assessing risks related to the school site.

The school's promotion of community cohesion is satisfactory. The school has an action plan, but more detail is necessary to give the school a clearer way forward. The school itself is a harmonious community. Effective links with the local community have been forged, especially through its association with the church. Pupils' understanding and appreciation of other religions, races and societies is satisfactory and developing. The school accepts the need to evaluate its promotion of community cohesion with greater rigour.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Views of parents and carers**

Most parents and carers are supportive of all aspects of the school's work. A few questionnaires returned indicated some concern at the school's handling of unacceptable behaviour. Inspectors observed behaviour around the school and in lessons and talked to pupils at length. Inspectors saw good behaviour at all times. Pupils did not consider behaviour to be a problem in lessons or around the school.

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

Ofsted invited all the registered parents and carers of pupils registered at St John's Catholic Junior 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	57	48	40	3	3	1	1
The school keeps my child safe	74	62	45	38	0	0	1	1
The school informs me about my child's progress	60	50	56	47	2	2	2	2
My child is making enough progress at this school	55	46	55	46	8	7	1	1
The teaching is good at this school	59	49	55	46	2	2	1	1
The school helps me to support my child's learning	55	46	58	48	5	4	1	1
The school helps my child to have a healthy lifestyle	48	40	64	53	4	3	1	1
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)	52	43	56	47	2	2	0	0
The school meets my child's particular needs	59	49	52	43	7	6	1	1
The school deals effectively with unacceptable behaviour	51	43	47	39	16	13	2	2
The school takes account of my suggestions and concerns	48	40	57	48	7	6	1	1
The school is led and managed effectively	59	49	48	40	10	8	1	1
Overall, I am happy with my child's experience at this school	66	55	44	37	6	5	1	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"><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.**



18 March 2010

Dear Pupils

Inspection of St John's Catholic Junior School, Wirral, CH63 7LH

Thank you for your warm welcome during the recent inspection of your school.

Your school is providing you with a satisfactory quality of education. However, there are several things it does well, such as how well it cares for you and how effectively it tracks the progress each of you is making in your learning. You get on with each other well and with the adults working with you. Your behaviour in lessons and around school is good – well done! You know how important it is to lead healthy lifestyles. Your school provides you with a good understanding of what is right and what is wrong. Your learning and progress are satisfactory. You enjoy lessons but too often you only make satisfactory progress when you could and should learn much more. In order to help you learn more and make faster progress, I am asking the school to do four things:

- make sure that the activities you do in lessons have a clear focus on helping you to learn and make good progress
- improve how effectively ICT is used to support your learning
- make sure that you have more opportunities to apply your basic skills in English, mathematics and ICT across a range of subjects to help you develop as independent learners
- make sure that the school is clearer in its planning for the future about what needs to improve and how to bring it about.

I am confident that you will help your teachers to bring about these improvements.

I wish you the best for the future.

Yours sincerely

Mr Stephen Wall

Lead inspector

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# Heswall St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105079
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	336419
<b>Inspection dates</b>	8–9 March 2010
<b>Reporting inspector</b>	Kevin Johnson

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev J Gibbs
<b>Headteacher</b>	Mr Chris Penn
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Thurstaston Road Heswall Wirral CH60 4SA
<b>Telephone number</b>	0151 3422556
<b>Fax number</b>	0151 3427940
<b>Email address</b>	schooloffice@stpeters-heswall.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and saw 13 teachers. Discussions were held with governors, staff and groups of pupils. Approximately 55% of inspection time was focused on pupils' learning.

Inspectors observed the school's work and looked at national assessment data and the school's own assessments, policies and minutes, including information related to safeguarding of pupils, internal monitoring evidence, local authority reports and curriculum planning, as well as 93 questionnaires returned from parents and carers.

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

- whether more-able pupils are sufficiently challenged
- the impact of pupils' personal development on the quality of their learning
- provision for children in the Early Years Foundation Stage
- the accuracy of leaders' self-evaluation.

## Information about the school

This primary school is bigger than average. Most of the pupils are White British. Almost none are known to be eligible for free school meals. A very small number of pupils have special educational needs and/or disabilities. Among the school's recent achievements are the Artsmark Silver, Activemark and the Eco Green Flag 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?**

**2**

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

**2**

### Main findings

Many areas of the school's performance have improved significantly since the last inspection. The headteacher's dedication and strong leadership have firmly established St Peter's as a good school; it has outstanding features.

Children in the Early Years Foundation Stage are given an excellent start to their education. From broadly typical starting points for their age on entering Reception all achieve a good level of development and almost half achieve above average levels in all areas of learning by the time they transfer to Year 1. Good progress continues generally throughout the school because of the proportion of good and outstanding teaching. Attainment at the end of Key Stages 1 and 2 are high and were exceptional in English and science at the end of Year 6 in 2009. However, there are inconsistencies in the quality of teaching in some areas, for example where not all groups are challenged sufficiently, which result in pockets of slower progress for some pupils. There is good support for pupils with special educational needs and/or disabilities. Additional support for them is planned well and closely matched to their particular needs.

The curriculum enriches pupils' learning well and contributes very strongly to their enjoyment of school and excellent personal qualities by encouraging outstanding attendance, healthy lifestyles and overall outstanding achievement. The exceptional care provided is reflected in the extent to which pupils themselves say they feel safe and in the overwhelmingly positive views expressed by parents and carers about their children's safety. Pupils make an excellent contribution to their school and local communities and outstanding progress towards securing the skills they will need for the future. Their behaviour is first-rate.

Leaders and managers at all levels have clearly established roles and contribute effectively to the school's accurate self-evaluation. Systems for checking pupils' progress are good and applied rigorously in order to set future challenging targets. Governors provide challenge and support for the school in equally strong measure and play a significant part in driving through improvements and in shaping the school's future direction. Improvements in the management of the school, as well as in standards, the curriculum, assessment, and in the general ethos of teamwork and well-being amply demonstrate the school's good capacity for sustained improvement.

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

- Raise the satisfactory teaching to good or better by:
  - ensuring that planned tasks challenge the full range of abilities in

**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

lessons

- fully embedding revised systems for marking to achieve consistent quality across all classes and subjects.

## Outcomes for individuals and groups of pupils

**1**

The vast majority of pupils show highly positive attitudes to work. They consistently do their best and make good progress. Most lessons engage pupils well in learning. They respond well to challenges. Some learning is outstanding, for example when pupils have opportunities to make decisions and work creatively on their topics. Occasionally, pupils are not all engaged as well as they should be because the work given is too easy so the benefits to their learning are limited. Learning for pupils with special educational needs and/or disabilities is managed exceptionally well. Individual plans set very specific targets to ensure that step-by-step progress is achieved and this is carefully checked to ensure that a good pace of learning is maintained.

Attainment is well above average and has been so over the past five years. The quality of pupils' speaking and listening is very high. Pupils performed exceptionally well in 2009 with 75% of pupils in Year 6 attaining higher levels in English and science. The current school focus is on mathematics. School assessments indicate that the proportion who are on track to achieve Level 5 in that subject is likely to increase substantially owing to the school's drive to boost the achievement of more-able pupils. A popular strategy has been the introduction of mathletics which enables pupils to work independently on a computer-based programme for mathematics.

Pupils' personal qualities, including their attendance, are outstanding. They are invariably polite and are able to adjust their behaviour to suit different situations. They are mindful of others and are extremely proud of their school and their achievements. Pupils are always keen to point out items of their work which are displayed. A very strong partnership with a school in Uganda has been fostered over the past three years. This adds to pupils' growing understanding of cultural differences. There is excellent take-up of places in after-school clubs, especially sports clubs, and pupils are fully aware of what constitutes a sensible diet and why that should be the rule. The school council organises a healthy tuck shop and active gardening club members devote time to growing vegetables. Pupils contribute a great deal to their school, for example through eco-team activities to improve the school environment. They have a very strong sense of wanting to help and do so by charitable fundraising and taking on caring roles, such as those of playground buddies and play leaders. Musical performances raise the school's profile in the wider community. By the end of Year 6 pupils are extremely well prepared, both socially and academically, to face the challenges of the next stages of their education.

*These are the grades for pupils' outcomes*

<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.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good planning and the effective use of assessment information by teachers means that most lessons build well on pupils' previous learning. There are usually high expectations and good pace to learning because of the challenges lessons provide. Teachers' subject knowledge is good and good use is made of electronic whiteboards and other resources to help bring lessons to life. Some teaching is outstanding and is particularly effective in those lessons where pupils are expected to take responsibility for their own progress and work independently of adults. In a mathematics lesson for example, pupils were seen to work very effectively not only with their partners but by talking to others about their findings in order to reach solutions. Teaching assistants fulfil a crucial role as part of the teaching team and contribute skilfully to pupils' good learning and progress. There are a few occasions when teaching is, at best, satisfactory rather than good. In these lessons work is not matched well to pupils' varying abilities and expectations are not sufficiently clear. This results in pupils seeking other distractions because they are not challenged and not making their best progress. Guidance from marking in literacy books is good because pupils are regularly involved in checking their own progress and teachers point out what they need to do next to improve. Not all writing is marked with the same rigour and, as a result, the same quality is not always seen when pupils write in other subjects.

The curriculum provides a good range of interesting opportunities for learning because of the way teachers plan links between subjects. This enables literacy and numeracy skills, for example, to be practised in a more meaningful way. Though the school makes the best use of current information and communication technology (ICT) provision to

**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

boost learning skills, classroom resources are rather limited and prevent pupils' routine use of ICT in lessons. An outstanding feature of the curriculum is the way it is enriched by clubs and activities after school as well as a range of visits and visitors to support learning and boost pupils' personal development and enjoyment.

A safe and welcoming environment is at the heart of the school's outstanding provision of care. Provision for the most vulnerable pupils is very carefully monitored and the school makes full use of additional services to ensure that their needs are met. There are productive links with pre-school settings and work with local high schools helps to make transitions as smooth as possible. Parents and carers are very happy with the way in which their children are cared for and the vast majority are pleased with the level of access they have to information about their children's progress and welfare.

*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?**

Changes in the management structure have enabled all staff members to be more involved in planning. This has led to a renewed energy and corporate drive for improvement. Training opportunities for staff in both management and subject areas have brought more focus to their monitoring and evaluation of the school's work. Effective management of staff has raised the quality of teaching considerably, while leaders recognise the need for the continued rigorous monitoring to eliminate the few remaining inconsistencies. Equality of opportunity is central to the school's Christian ethos and the school's ambition for all of its pupils has contributed to its sustained improvement. Community cohesion is high on the governors' agenda. There is clear understanding of the school's context within the community and firm plans to build on the links already established with schools and other groups from differing social and cultural backgrounds. There are good systems and procedures for keeping pupils safe in school, including the promotion of internet safety. Governors are watchful to ensure that safeguarding remains robust and effective.

*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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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

Outstanding leadership and provision in the Early Years Foundation Stage give children's learning and development an excellent start. They make rapid progress from joining Reception with broadly expected skills for their age. Virtually all reach a good level of development before transferring to Year 1 and a significant number are more advanced. High-quality provision for their welfare ensures that children learn in an environment where risks are very well managed or eliminated. Staff have clearly designated roles with regard to children's well-being and all help in the evaluation of progress and in tailoring the next steps for learning and development. Very effective partnerships with parents and carers, pre-school settings and other agencies contribute greatly to children's welfare and progress.

There is a very wide range of challenging and exciting activities to stimulate children's imaginations and help them develop curiosity and an eagerness to learn. They develop excellent personal skills. They understand how to stay safe, behave very well and work collaboratively with others. Minor disagreements are rare and children are quick to say 'sorry'. The very good balance between adult-led activities and those which children choose for themselves means that activities to promote early literacy and number work are widely available. Adults are always quick to seize opportunities to question children in order to encourage their language and thinking skills. The outside classroom is used very well to allow children to build on their skills through exploration and play.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



**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

## Views of parents and carers

The very large majority of parents and carers express entirely positive views about the school. Many comment on the improvements which have taken place and how much their children enjoy school. A small minority expressed concerns. The most common issue raised was from a very small number and referred to inconsistencies in teaching. Inspectors agree with those parents and carers who raised that issue.

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

Ofsted invited all the registered parents and carers of pupils registered at Heswall St Peter's C of E 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	68	8	20	5	13	0	0
The school keeps my child safe	30	75	8	20	1	3	0	0
The school informs me about my child's progress	17	43	19	48	1	3	3	8
My child is making enough progress at this school	14	35	20	50	4	10	2	5
The teaching is good at this school	20	50	15	38	4	10	0	0
The school helps me to support my child's learning	22	55	14	35	2	5	2	5
The school helps my child to have a healthy lifestyle	24	60	14	35	1	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)	17	43	16	40	3	8	3	8
The school meets my child's particular needs	15	38	20	50	4	10	1	3
The school deals effectively with unacceptable behaviour	16	40	20	50	0	0	1	3
The school takes account of my suggestions and concerns	17	43	18	45	2	5	2	5
The school is led and managed effectively	24	60	14	35	1	3	1	3
Overall, I am happy with my child's experience at this school	26	65	9	23	3	8	1	3

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"> <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.**



10 March 2010

Dear Pupils

Inspection of Heswall St Peter's C of E Primary School, Wirral, CH60 4SA

Yours sincerely

Mr Kevin Johnson

Lead Inspector

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# Woodslee Primary School

## Inspection report

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<b>Unique Reference Number</b>	105007
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336403
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr James Dunne
<b>Headteacher</b>	Mrs A.J. Evans
<b>Date of previous school inspection</b>	January 2007
<b>School address</b>	Croft Avenue Bromborough Wirral CH62 2BP
<b>Telephone number</b>	0151 3341406
<b>Fax number</b>	0151 3341406
<b>Email address</b>	schooloffice@woodslee.wirral.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons, observing 11 teachers and all classes. They also held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Ninety one parental and 215 pupil questionnaires were scrutinised.

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

- the school's actions to improve attainment in mathematics
- the effectiveness of the school's work to improve the quality of teaching and learning
- how well focused and cohesive staff are in driving the school forward, in the light of recent changes in staffing.

## Information about the school

This is a larger than average primary school. The vast majority of pupils are of White British heritage, with very few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average, but the number with statements is high, reflecting the school's Inclusion Base provision for children with autism. The proportion of pupils known to be eligible for a free school meal is above average. The school has the Healthy Schools and Investors in People awards. The school has suffered from significant levels of long term staffing absence, outside of its control, over the last three years. It has also had to absorb high numbers of pupils due to the closure of two local primary schools.

There is an independently run breakfast and after-school club on site. This did not form part of the school inspection. A report of its effectiveness is available on the Ofsted website.

**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

This is a satisfactory school. It has some good features and a very large majority of parents and carers are supportive of its work. Recent challenges facing the school are being overcome and it has moved forward under the leadership and hard work of its headteacher, staff and governors, following a dip in standards since the last inspection.

Children get a satisfactory start to their learning in the Early Years Foundation Stage. Most of them enter the school with knowledge, understanding and skills that, whilst they vary each year, are broadly typical for their age. New staff and ways of working are becoming established and improvement is being driven forward, although assessment in the nursery remains underdeveloped. Attainment at the end of Key Stage 2 is now broadly average. Previous weaknesses in mathematics and for boys have largely been overcome. Pupils' achievement, including for those who have special educational needs and/or disabilities, is satisfactory. Some teaching is good but, overall, the quality of teaching and use of assessment are satisfactory. There is not always a close enough match of activities to pupils' needs, especially for the more able, and independent learning is not encouraged sufficiently. Teachers are developing well the use of information and communication technology (ICT) to support pupils in their learning.

Most pupils enjoy their time in school and say that they feel safe and valued. The warm and positive atmosphere within the school is reflected in their good behaviour. Pupils demonstrate a good awareness of what it means to lead a healthy lifestyle. They take on satisfactory levels of responsibility within the school. Attendance is broadly average. Pupils' spiritual, moral, social and cultural development is satisfactory overall but their understanding of cultural difference is underdeveloped. The school recognises that whilst its promotion of community cohesion locally is developing well, it is underdeveloped at a national and global level.

The school knows its strengths and weaknesses through its satisfactory self-evaluation but its analysis of the progress of different groups of pupils is too cumbersome. Leaders and managers have devised appropriate development plans for the future. The school's capacity for sustained improvement is satisfactory.

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

- Improve the quality of learning and teaching, by:
  - ensuring a better match of activities in lessons to pupils' needs, especially of the more able
  - helping pupils to work more independently by giving them clearer guidance in lessons on how to move on to the next stage in their learning.
- Broaden pupils' understanding of and contact with the richness of the wider world.
- Develop more efficient analysis of pupil progress data by:
  - improving the assessment of children's skills on entry to the Nursery
  - gaining a clearer picture at senior leadership level of the progress made by different groups of pupils in Key Stages 1 and 2.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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In the best lessons, pupils are fully engaged and make good progress as a result of the good teaching. Pupils work well collaboratively and respond well to the good range of activities provided for them that match their needs well. Learning is satisfactory in the majority of lessons, however, but improving well. As a result of more stable staffing and a programme of challenge and support led by the senior leadership team, attainment at the end of Year 6 has risen steadily since the drop in 2007. It is now broadly average across the school, although it is weaker at the higher levels in some year groups. The revised assessment system and lesson observations show that most pupils now make at least satisfactory progress, especially in mathematics. Gaps between boys' and girls' performance have considerably narrowed. Pupils with special educational needs and/or disabilities and those who have joined from other school closures make satisfactory progress. Pupils in the Inclusion Base often make good progress. As a result the majority of pupils across the school are on track to meet the challenging targets the school has set itself.

Most pupils say they feel safe and well looked after. They value the improvements brought about recently and, although a small minority expressed concerns about behaviour, inspection evidence showed this to be good. Pupils' good understanding of how to lead a healthy lifestyle reflects the school's award. Many attend the breakfast and after-school club and enjoy the sporting opportunities, especially those provided by the school's links with the local football club. Pupils take some responsibility for the everyday running of the school, acting as playground buddies and through the school council, making a satisfactory contribution to the community. Variations in the quality of teaching across the school mean that pupils' skills to support their economic well-being are, as yet, satisfactory. Pupils' spiritual and moral development is well covered through the social and emotional aspects of learning programme. Their links with the local community are satisfactory, although

improving. Pupils' understanding of the diversity of the modern world is underdeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching is satisfactory across the school. There is some that is good. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils, and good pace and challenge from the teacher stimulate their interest. Since the last inspection the school has developed good assessment practices in most areas and worked on involving pupils more in their own learning through personal targets. In the good lessons the results of this clearly inform teaching and help pupils to work independently of adult support. The majority of lessons lack this rigour. Activities are not as well matched to pupils' needs and there is often too much teacher direction. Assessment guidelines are not used as effectively here to help pupils work independently and, as a result, there is a slowing of progress, especially for the more able. Marking is of variable quality but satisfactory overall. Much work has been undertaken since the last inspection in involving teaching assistants more effectively in learning, the results of which can be seen in the many and effective support groups that operate within the school.

The curriculum is well planned and the clear focus upon mathematics over the last two years has borne fruit in improved standards in many classes. The school is revising its provision for other subjects, adopting a more creative approach to make learning more meaningful and interesting to pupils. They recognise and value these changes. There is some focus upon international cultures through the arts and French and Spanish lessons, but pupils' knowledge and understanding of the wider world is otherwise more limited. The school has identified pupils with special talents and gifts and has begun a programme of additional provision for them. There is a developing range of enrichment activities that contribute to pupils' personal development.

<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 levels of pastoral care provided by the school are good and it works well with outside agencies to help ensure that vulnerable pupils' needs are well met, especially those in the Inclusion Base. Individual education plans are well tailored to their needs. The increased stability in staffing has meant a more consistent provision of much guidance, but the efforts put in by staff are not yet being matched by improvements in pupils' progress across all areas of the school. Transition arrangements for pupils joining and leaving the school are varied, being stronger in the move to secondary school. Efforts to improve attendance have been intensified over the last year, with weekly monitoring and rewards for improvements, but gains have yet to be seen. Guidance for the more able and those with special gifts and talents is in its early stages.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

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

The leadership has responded well to the challenges of recent years. It has stabilised staffing and begun to recover standards to the levels of the last inspection. Good assessment systems have begun to chart pupils' progress more accurately, although they are not yet used consistently by all staff to shape their teaching. There is a clear and coordinated drive towards improvement, helped by the recently introduced strategic improvement plan, shared with governors. Self-evaluation is satisfactory and developing well. The school has accurately identified the underachievement of individual pupils and put in place support but its strategies for monitoring the ongoing progress of groups of pupils are cumbersome and do not easily support the otherwise effective planning for improvement.

The school is inclusive and tackles discrimination satisfactorily. Its promotion of equality of opportunity is improving as the school overcomes the legacy of the past lack of continuity in teaching and develops its provision for the more able. Good safeguarding procedures are in place and the school demonstrates good practice in its actions to help with site safety. The governing body fulfils its statutory duties satisfactorily and is committed to the vision of the headteacher and senior leaders to recover standards. Satisfactory partnership working is beginning to help in this, especially through the good use of ICT to support learning. Engagement with parents and carers is satisfactory. The school is largely a harmonious community and has developed links with two European schools. It recognises that its actions to promote community cohesion are only satisfactory because pupils' understanding of the diversity of the modern world and their contact with it are underdeveloped.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account:	<b>3</b>
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The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle happily in the safe environment of the nursery as a result of the warm welcome they receive. They make satisfactory progress there, as a result of the satisfactory teaching, although their early writing skills are underdeveloped. Despite some outside support, assessment practices in the nursery are not yet sufficiently consistent to help clarify children's needs and inform planning. Progress accelerates rapidly in the Reception Year, however, so that by the time children enter Year 1 many reach and some exceed their early learning goals. In 2009 children reached consistently above average skill levels. This is because of the more secure assessment here and good quality teaching that combines a good range of activities that adults lead and ones that children choose themselves.

Resources are adequate. The school is aware that some are dated and that the outdoor learning areas are not developed well enough in order to extend children's learning experiences across all areas of the curriculum. Teachers communicate regularly with parents and carers and are well aware of children's interests. Welfare provision and care is good, as is support for vulnerable learners. As a result children learn and play well together. Leadership and management are satisfactory, but improving strongly, with good plans in place to address the areas needing development and staff working increasingly effectively as a team.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers who expressed their views are happy with most aspects of the school. A few expressed concerns over the quality of leadership and management, considered that they are not well informed about their children's progress, that the school does not take account of their views sufficiently well and that the school does not fully prepare their children for the future.

Inspection evidence indicated that the school's provision in these respects is satisfactory.



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

Ofsted invited all the registered parents and carers of pupils registered at Woodslee 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 19 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	56	33	33	7	8	0	0
The school keeps my child safe	60	66	28	31	3	3	0	0
My child is making progress at this school	54	59	29	32	6	7	1	1
The school helps my child to have a healthy lifestyle	34	37	50	55	6	7	0	0
The school informs me about my child's progress	37	41	44	48	9	10	1	1
The school expects my child to work hard and do his or her best	57	63	30	33	3	3	1	1
The school sets appropriate homework for my child	39	43	41	45	10	11	1	1
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)	30	33	49	54	6	7	1	1
There is a good range of activities including trips or visits for my child to take part in	37	41	40	44	10	11	4	4
The school treats my child fairly and with respect	45	49	41	45	6	7	1	1
The school meets my child's particular needs	42	46	41	45	7	8	1	1
<i>Parents and carers with children who have learning difficulties and/or disabilities</i> The school informs me about the types of support available for my child's particular needs	9	10	5	5	0	0	2	2
<i>Parents and carers with children who have learning difficulties and/or disabilities</i> The school provides specialist support for my child's particular needs	8	9	6	7	0	0	2	2
<i>Parents and carers with children who have learning difficulties and/or disabilities</i> The school informs me how the specialist provision is helping my child to progress	9	10	5	5	0	0	2	2
The school deals effectively with unacceptable behaviour	34	37	44	48	4	4	8	9
The school has appropriate procedures for dealing with complaints	32	35	45	49	3	3	8	9
The school takes account of my suggestions and concerns	31	34	47	52	5	5	8	9
The school is led and managed effectively	43	47	35	38	5	5	8	9
Overall, I am happy with my child's experience at this school	52	57	28	31	5	5	4	4

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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.**



11 June 2010

Dear Pupils

### **Inspection of Woodslee Primary School, Wirral, CH62 2BP**

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and most of you are clearly proud of it.

Woodslee Primary is a satisfactory school with some good features. The headteacher, staff and governors are working hard to help the school improve. You have a satisfactory start to your learning in the Nursery and Reception classes and this continues throughout the school, so that you reach broadly average standards by the time you leave in Year 6. Attainment levels are rising because the teaching is making your lessons more interesting and you are beginning to learn more quickly. Most of you say you feel safe, enjoy school and feel valued, as a result of how well you are looked after. Your behaviour is good. Well done! Your attendance is broadly average. The teaching is satisfactory, with a good focus upon the important areas of English and mathematics. Your information and communication technology skills are developing well.

I have asked the school to consider the following things that will help it improve even more.

- Make sure that all your lessons are good.
- Help you to better understand the wider world and to increase your contact with it.
- For senior leaders to better use what they know about your progress and the standard of your work to help them plan improvements more effectively.

You can help by telling your teachers how best you learn and by attending regularly. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke  
Lead inspector



# Meadowside School

## Inspection report

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<b>Unique Reference Number</b>	105133
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	336430
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Terry McKenzie

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	77
Of which, number on roll in the sixth form	17
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoffrey Gubb
<b>Headteacher</b>	Miss Paula Wareing
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Pool Lane Woodchurch Wirral CH49 5LA
<b>Telephone number</b>	0151 678 7711
<b>Fax number</b>	0151 678 9155
<b>Email address</b>	headteacher@meadowside.wirral.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning and inspectors visited 12 lessons. Eight teachers were observed and meetings were held with groups of students, governors and staff. Inspectors looked at the school's work and scrutinised policies, the school improvement plans and 21 questionnaires from parents and carers.

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

- the effectiveness of teaching and assessment on students' achievements
- the impact of curriculum on developing students' basic skills
- the effectiveness of senior managers and the governing body in changing and improving the school.

## Information about the school

Meadowside educates students with a range of special educational needs and/or disabilities. Most have profound and multiple learning difficulties or severe learning difficulties. An increasing number experience autistic spectrum disorders and social, emotional and behavioural challenges to their learning and all have a statement of special educational needs. Most students enter school at age 11 and continue to age 19. A few leave at the end of Key Stage 4. There are very few students from minority ethnic groups; none are looked after and almost half are eligible for free school meals. The school has achieved and maintained the Healthy Schools award.

**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?**

**2**

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

**2**

### Main findings

Meadowside is a good school that provides outstanding care to its students. It is supported by the great majority of parents, carers and staff and held in high esteem by the local authority. Students enjoy coming to school; they attend as regularly as they can given their medical difficulties and they feel very safe. One representative comment from a student was 'The best thing about Meadowside is the other pupils!' High levels of staffing and the skilled support of adults ensure that most students behave very well and make good progress. The system for recording and tracking learning demonstrates that, from low starting points, consistent progress is made across all areas of the curriculum. Students achieve well when compared with others in similar schools. Consequently, they gain confidence in the use of literacy and numeracy and are prepared well for the future. Students know how to stay healthy and despite their difficulties make an excellent contribution in school and to the community. Older students achieve well in their work-related learning as a result of effective partnerships established with businesses, other schools and colleges. Staff work hard to provide opportunities for students to practise and demonstrate good social skills, such as during lunchtimes. Most students begin to know about right and wrong. They follow the code of conduct and many are successful in starting to understand and manage their own behaviour. Students are sympathetic to each other and provide high levels of support for others, for example through the school council.

Teaching is good and since the time of the last inspection assessments have been used more effectively to help understand students' individual learning needs. However, better use of assessment information remains to be made so that lessons can provide more-focused targets for students. The good curriculum is appropriate to the individual requirements of most students and is successful in helping improve basic skills. However, although students in Key Stage 4 and post-16 gain qualifications, there are not enough curriculum pathways to accredit their efforts.

The school uses every opportunity to communicate extremely effectively with parents and carers and this helps maintain above average levels of attendance. The headteacher has been in post since January 2010 and has made a good start. Senior leaders are well supported by an enthusiastic and proactive governing body. As a result, the school understands well its strengths and weaknesses; it knows how to improve and has a good capacity to sustain these improvements. Although there is a clear vision for improving all aspects of school life, insufficient use is made of new technologies and other resources to aid learning and to help disabled students participate in lessons.



**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

- Further improve students' achievements through setting lesson targets for individuals.
- Improve the curriculum further by providing older students with more choices.
- Help students engage in lessons better by modernising and improving resources.

**Outcomes for individuals and groups of pupils****1**

Students enjoy lessons and contribute as well as they can. They listen carefully to the adults and to each other in class. Most take pride in their work and finish tasks to the best of their ability. Students make gains in literacy, numeracy and computer skills. Consequently, they pass externally accredited courses such as the Award Scheme Development and Accreditation Network (ASDAN) and entry level. Because of their special educational needs and/or disabilities, students' attainments are not graded but all groups make good progress and all are included according to their ability.

Students report that they feel very safe in the school. This is confirmed by the responses of parents and carers in the questionnaires. Students say that they trust the adults to sort out any difficulties. Their behaviour is managed well and, consequently, is exemplary in classrooms and around the school. Students are polite and welcoming to staff, visitors and each other. Through regular exercise and healthy school meals they begin to adopt healthy lifestyles. In lessons they learn about keeping away from harm and maintaining good health.

Students make a superb contribution to the life of the school. The vibrant school council is instrumental in making changes to lunch menus and to physical activity programmes. In classes students willingly take on responsibility and they interact very effectively with members of the community. For example, students have performed outside school and used other fundraising initiatives to purchase a new minibus. They also participate in a wide range of projects with other local schools and colleges.

Older students undertake supported work experience and many attend additional courses elsewhere to gain qualifications such as GCSE. All have opportunities for off-site education and these experiences contribute to the outstanding development of social and moral education. Classes undertake visits to cultural centres and places of worship to become more familiar with people from different religions and cultures.

*These are the grades for pupils' outcomes*

<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.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching ranges from satisfactory to outstanding and is mostly good. This is because teachers know students very well and plan tasks to match their ability. Teachers are supported by well-trained and skilful classroom assistants and a good variety of learning activities occur to maintain interest and engagement. Teachers record students' achievements into the school's assessment system and take note of students' levels during their lesson planning. However, planning does not always provide clear learning targets based on good-quality assessment information. This results in students not being sufficiently or accurately challenged.

Students in Key Stage 3 follow courses that are linked to the National Curriculum and adjusted well to their levels of ability. The curriculum for older students is appropriately designed to foster confidence in living skills and to help prepare them for moving on to the next stages of their lives. The extensive work-related learning programme ensures that they gain experience in the workplace and in colleges of further education. All classes have regular assemblies with opportunities for religious themes and for reflection, while personal, social and health education provides the support that students need to learn to care for themselves.

Students' welfare is at the heart of everything that Meadowside stands for. The adults work closely and effectively with therapists, medical professionals and others such as welfare officers. Consequently, the care and support offered to students is outstanding and makes a great contribution to the amount of time that they can spend at school and in the classroom. Similarly, the very effective guidance provided to Key Stage 4 and post-16 students ensures that they receive the best possible advice about leaving school

**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

and moving on to the next stages of their lives. For example, last year all of the young people went on to education, training or employment and this is a remarkable achievement for a school of this nature.

*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?

The new headteacher has made a good start on improving learning through raising the status of the assessment system and encouraging teachers to use it more effectively. Senior managers scrutinise the assessment data and curriculum planning regularly to ensure that all students have access to learning, make appropriate progress and that none are discriminated against. They have established plans for further improvement and they are beginning to monitor and evaluate the work of the school to good effect. For example, it was decided that students would benefit from a wider range of off-site activity and, consequently, a new school minibus has been ordered. These examples show evidence of good capacity to sustain improvement. The governing body is enthusiastic and supportive of the school and it has proved that it can be decisive in taking actions to ensure the well-being of students and staff. For example, governors were instrumental in ensuring that the temporary headteacher's post was made permanent earlier in the year. At the time of the inspection all policies and procedures were in place to ensure that students are safeguarded and the required checks are carried out on staff. Appropriate training has been completed by designated safeguarding staff and good links are maintained with the local authority safeguarding board. School managers demonstrate good knowledge and experience in these issues. Meadowside links well with the wider community and ensures that students, as far as they are able, understand about maintaining good relations with others. Contacts are maintained with schools locally, nationally and overseas. The curriculum teaches students about civic responsibilities and respecting the law. Parents and carers are engaged productively with the school so that they understand about the education and care undertaken during the school day. Teachers make the best use of the resources available to the school, for example in using communication and mobility aids, and Meadowside provides good value for money. However, many information and communication technology items are out of date and lacking in effect. For example, interactive whiteboards are difficult for students with mobility aids to access and the boards are rendered ineffective by large patches of shadow.

**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

*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>1</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>

## Sixth form

Students in the post-16 provision receive individual learning programmes according to their need. However, attention remains focused on developing skills in communication and numeracy together with those required for moving on to the next stages of their lives. Good progress is maintained throughout the post-16 provision and students have good opportunities to gain further ASDAN and National Open College Network (NOCN) qualifications, undertake work experience and study at other schools and colleges. Post-16 provision is soundly managed to ensure that all students are supported and cared for well. The school is very successful in ensuring that all have an appropriate place to go to upon leaving Meadowside.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

**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

with the inspection team that their children enjoy school, are very well cared for and are extremely safe. Many took the trouble to write supportive comments about the staff. One typical comment was: Meadowside staff are excellent. My son is very happy there and all of his medical and educational needs are very well taken care of.'

A few of the returns indicated concerns about behaviour management in the school and this was checked carefully during the inspection. However, the team found no evidence of this. One or two parents and carers reported that the home–school diaries were not used as effectively as they could be. For example, most carry comments each day about care and support but very little about educational progress. The inspection team agrees with parents and carers in this respect and pointed out the concern to the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Meadowside 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	6	29	0	0	0	0
The school keeps my child safe	16	76	5	24	0	0	0	0
The school informs me about my child's progress	11	52	9	43	0	0	0	0
My child is making enough progress at this school	11	52	10	48	0	0	0	0
The teaching is good at this school	13	62	8	38	0	0	0	0
The school helps me to support my child's learning	10	48	8	38	2	10	0	0
The school helps my child to have a healthy lifestyle	13	62	8	38	0	0	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)	10	48	8	38	0	0	1	5
The school meets my child's particular needs	13	62	7	33	0	0	0	0
The school deals effectively with unacceptable behaviour	13	62	7	33	0	0	0	0
The school takes account of my suggestions and concerns	10	48	10	48	1	5	0	0
The school is led and managed effectively	11	52	9	43	0	0	0	0
Overall, I am happy with my child's experience at this school	14	67	6	29	0	0	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.

## 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.**



08 March 2010

Dear Students

Inspection of Meadowside School, Wirral, CH49 5LA

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you and watching you in your lessons. I particularly liked meeting the school council and listening to their views and comments.

Meadowside is a good school and these are some of the things that we found during the inspection.

You enjoy going to school and attend as well as you are able. You work hard in lessons and make good progress. Your behaviour is very good indeed and you are very polite to staff, visitors and to each other.

The teachers and classroom assistants in the school work hard and look after you very well. They produce good lessons with many interesting things to do. The headteacher, senior leaders and governors are also doing what they can to make sure that you get the education and care that you deserve. You have many good opportunities outside of school and Meadowside works very well with your parents and carers.

We think that the school could be even better. For example, you could make even more progress if teachers set clear lesson targets for each of you. We would like to see more opportunities and choices for older students to gain qualifications and credits. We think that some of your equipment is becoming out of date and should be replaced as quickly as possible to help you with your learning.

We wish you all the best for the future and once again thank you for your help and interest in the inspection.

Yours sincerely

Terry McKenzie

Lead inspector

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# The Lyndale School

## Inspection report

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<b>Unique Reference Number</b>	105136
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336431
<b>Inspection dates</b>	15–16 April 2010
<b>Reporting inspector</b>	Mr Alastair Younger

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Tom Harney
<b>Headteacher</b>	Mrs P Stewart
<b>Date of previous school inspection</b>	January 2007
<b>School address</b>	Lyndale Avenue Eastham Wirral CH62 8DE
<b>Telephone number</b>	0151 3273682
<b>Fax number</b>	0151 3271931
<b>Email address</b>	headteacher@lyndale.wirral.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. Six lessons were observed and six teachers seen. In all, over a half of inspection time was spent looking at learning. Discussions were held with a parent, individual pupils, a governor and several members of staff. The inspector observed the school's work and looked at documentation, including the school improvement plan, curriculum planning, the results of monitoring by senior staff and the School Improvement Partner and documentation relating to the safeguarding of pupils. Twenty-seven parental questionnaires were analysed.

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

- the level of challenge for all pupils
- the achievement of the more able pupils
- the accuracy of self-evaluation.

## Information about the school

This is a small special school for boys and girls with complex learning difficulties. All pupils have a statement of special educational needs. Three-quarters of the pupils are children with profound and multiple learning difficulties. There is a very small minority of pupils with severe or moderate learning difficulties. Over a half of all pupils have very profound medical conditions, some of which are life limiting. Boys outnumber girls by about two to one. Nearly all pupils are White British. There is currently one looked after child on roll. The school is subject to local authority reorganisation proposals.

**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?**

2

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

2

## Main findings

This is a happy and very popular school. It enjoys the strong support of parents. Pupils enjoy attending and staff are proud of their considerable contribution to the learning and well-being of pupils.

The care, guidance, support and safeguarding offered to pupils are outstanding. They are complemented by exceptionally effective partnerships with parents and a vast array of school based professionals, including medical and therapeutic workers. These partnerships ensure that individual needs are exceptionally well met and that equality of opportunity is outstanding.

By exploring and developing the ways in which pupils communicate, the school makes an outstanding contribution to their ability to stay safe. Parents find this deeply reassuring because it means that their children can communicate any sense of anxiety or discomfort that pupils may find threatening or concerning. Pupils receive exceptionally good guidance as to how they can contribute to their own health. Diets are very closely monitored. Staff are exceptionally well trained in the feeding of pupils through gastronomy tubes and those pupils who can sample small amounts of liquidised food are encouraged to do so to experience and develop a sense of taste. Pupils contribute a huge amount to the community. Those with independent mobility are considerate in their actions and the cheerfulness and general demeanour of pupils is a good example to others. Everything possible is done to promote the spiritual, moral, social and cultural development of pupils. Good teaching ensures that pupils achieve well but occasionally learning objectives do not state with sufficient precision exactly what it is that teachers expect pupils to learn over the course of a lesson. High quality outdoor spaces are used well for recreation but less well as a valuable learning environment.

The school ensures that staff receive regular, high quality training to enable them to meet the changing needs of pupils. Good practice is openly shared. Leaders and managers have an accurate picture of the school's strengths and where improvements can be made. On a day-to-day basis, the school runs very calmly and smoothly. With the full confidence of parents, pupils and staff, the school has a good capacity to keep improving.

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

- Improve teaching and learning by ensuring that learning objectives are precisely stated so that incremental gains can be recognised and seen as definite signs of progress.
- Make better use of outdoor areas as a learning resource by conducting an audit of how they are currently used, developing a plan for enhanced usage and subsequently evaluating the effectiveness of changes on learning and personal development.

## Outcomes for individuals and groups of pupils

2

Pupils learn well in lessons. They are attentive when their medical conditions allow them to be and they behave well. Those with speech enjoy joining in with discussions and answering questions. Those without any means of verbal communication make a great effort to convey their understanding of what is going on either through gestures such as eye movement, pointing or using technological aids. From extremely low starting points most pupils make good progress. There are a few who regress because of changes in their conditions or medication. When this is the case, achievement remains good.

Although attendance is low, it is always accounted for by legitimate reasons, usually medical. Many pupils are repeatedly admitted to hospital for short periods of emergency or precautionary treatments for conditions which can at times be life threatening. This is why the judgement for future economic well-being does not reflect that for attendance but is weighted heavily to the acquisition of communication skills.

Parents are confident that staff can support their children and offer reassurance when needed. The relaxation of pupils in the presence of skilled staff is often the best indication that they feel safe. The school has an active school council, through which pupils can convey their views. When a new sensory garden was being planned pupils contributed by asking for, 'buttons to work things'..

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
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>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

<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

<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers have an excellent understanding of the barriers pupils face in their learning. They are particularly skilled in promoting communication and recognising the many different ways in which pupils approach tasks. Teaching assistants often work extensively with a single child, developing relationships that help them to develop a comprehensive understanding of that child. This makes them ideally placed to gauge pupils feelings and recognise tiny signs of acknowledgement or understanding or, conversely, of anxiety or discomfort. The most effective teaching fully involves all pupils in positive learning experiences, closely linked to individual targets. Statements of learning objectives linked to these longer term targets are not always sufficiently precise. This is particularly the case when they refer more to pupils experiencing something rather than what they will learn by doing so. Teachers take care to make sure that pupils remain realistically challenged throughout lessons. The more-able pupils are expected to contribute more to their own learning and work with greater independence. Teachers are adept at balancing new learning with the need to keep reinforcing previous learning.

The curriculum is very specialised. It meets all requirements and focuses very strongly upon the promotion of communication, personal, health and social education and the sensory awareness of pupils. A strength of the curriculum is the way in which the need for reinforcement of learning is addressed by varied and innovative means rather than repetition. Excellent use is made of visits and visitors to enhance pupils' experiences. The school has some excellent outdoor facilities including a sensory garden and well equipped hard and soft play areas. At present these facilities are well used for recreational purposes but not sufficiently used to provide outdoor learning activities and opportunities.

The school works tirelessly to ensure that pupils are exceptionally well cared for, guided and supported at all times. By making on site provision for multi-disciplinary teams, disruption to learners' education is minimised. Specialist support for individuals nearly always comes to pupils in class rather than pupils being withdrawn to other settings. This means that pupils can stay involved in their lessons and not miss out on anything important. Staff share an extensive range of specialist skills including oxygen handling and gastronomy feeding. They are also acutely aware of the many forms of seizure that pupils can experience and the need for urgency in dealing with them. Transition to other schools is very carefully managed so as to alleviate the concerns of pupils and parents.

*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?

Leaders and managers have taken great care to ensure that the school remains well placed to serve the increasing severity and complexity of pupils' needs. They have done so by engendering a strong sense of pride and ambition amongst all those who work in school. Good quality training has been provided to ensure that staff stay up to date with current best practice in their highly specialist field.

Leaders and managers have an excellent awareness of the specific needs of pupils and the implications this may have, for instance, for those with chronic or long term medical needs. Care has been taken to ensure that accommodation and resources have been developed to meet these needs and to ensure full equality of opportunity for all pupils. Individual governors bring to the role an extensive range of relevant skills including financial management. Parent governors play an excellent role in promoting communication and developing provision in line with the wishes of families. Parental involvement is further facilitated through home-school books, newsletters, parent support group meetings and a strongly promoted open door policy.

Self-evaluation is complicated by the fact that many of the criteria used to guide evaluation are very difficult to apply to nature of the school's roll. Nevertheless, leaders and managers have perceptively interpreted guidance and have been able to build up a good picture of the school's strengths and weaknesses in order to guide improvement.

Safeguarding procedures are comprehensive. Staff are fully aware of their personal responsibilities. All have been trained in child protection and training extends to new staff as part of their induction. Every child has a 'critical incident' file in which all concerns are recorded for possible future reference. Immaculate attention is paid to the safe storage, transportation and administering of medication.

The school itself forms a very tight knit and harmonious community. Staff and pupils are active in the extended school community of the Wirral. For many years the school has run multi-sensory education workshops for the benefit of museum education officers and has helped to design and produce multi-sensory artefacts. This is one way in which the school helps such places to share what they have with a sector of the broader community.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account:	<b>2</b>
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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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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

Children always enter the Early Years Foundation Stage at a level below that recognised by the Early Learning Goals. They have no understanding of danger or health and safety issues. They are dependent upon adult support. Only one of the eight children is able to walk. Nevertheless, progress is evident, albeit in tiny steps, often too small to observe over a short period. The evidence of this progress is often anecdotal, coming from parents, staff and sometimes from older brothers and sisters. All evidence is carefully recorded and over time this helps to build up a picture of good progress, including, for instance, the ability to respond to stimuli by turning towards a source of sound or light. Children are well taught by highly skilled and sensitive staff and receive excellent care, guidance and support by classroom staff and many multi-agency workers. The curriculum is good but, as with the rest of the school, not enough is made of outside areas to promote learning. Comprehensive records are kept and the clarity of communication with parents is exemplary. Leadership and management are on a par with the rest of the school.

### *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 in the Early Years Foundation Stage	2

## Views of parents and carers

Parents are overwhelmingly supportive. Many express profound gratitude for the help that they and their children receive and the ways in which this changes their lives. One of the most important things for parents is their total confidence that staff fully understand their children. Typical of many was the view that what parents most appreciate is when teachers precisely describe the child they know as a parent. The findings of the inspection support parents' views.

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

Ofsted invited all the registered parents and carers of pupils registered at The Lyndale 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 inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	89	3	11	0	0	0	0
The school keeps my child safe	23	85	3	11	1	4	0	0
The school informs me about my child's progress	22	81	5	19	0	0	0	0
My child is making enough progress at this school	22	81	5	19	0	0	0	0
The teaching is good at this school	25	93	2	7	0	0	0	0
The school helps me to support my child's learning	22	81	5	19	0	0	0	0
The school helps my child to have a healthy lifestyle	21	78	6	22	0	0	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)	20	74	4	15	0	0	0	0
The school meets my child's particular needs	23	85	4	15	0	0	0	0
The school deals effectively with unacceptable behaviour	25	93	2	7	0	0	0	0
The school takes account of my suggestions and concerns	24	89	3	11	0	0	0	0
The school is led and managed effectively	26	96	1	4	0	0	0	0
Overall, I am happy with my child's experience at this school	26	96	1	4	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><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 pupils' 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.**



17 April 2010

Dear Pupils

**Inspection of The Lyndale School, Wirral, CH62 8DE**

I am writing this letter in a way that I hope will make it easy for your parents and teachers to share it with you.

- It was a joy to visit your school the other day
- I could tell that you enjoy school
- you are making good progress
- you are becoming more independent
- you are learning how to make your feelings known
- you are learning how to keep safe and healthy
- you are well taught
- you are very well looked after
- your school is well led and managed.

To make your good school even better I have asked Pat to:

- find ways to use outdoor areas more effectively
- make sure that teachers know what they want you to learn as well as experience.

Thank you for being so friendly to me. Good luck for the future.

**Yours sincerely,**

**Mr Alastair Younger  
Lead Inspector**





# Ganney's Meadow Early Years Centre

Inspection report

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<b>Unique Reference Number</b>	104986
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336399
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Brian Padgett HMI

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>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Cretney
<b>Headteacher</b>	Mrs Caroline Roberts
<b>Date of previous school inspection</b>	June 2007
<b>School address</b>	New Hey Road Woodchurch Wirral CH49 8HB
<b>Telephone number</b>	0151 6779255
<b>Fax number</b>	0151 5220134
<b>Email address</b>	schooloffice@ganneysmeadow.wirral.sch.uk
<b>Registered childcare provision</b>	Ganneys Meadow Early Years Centre
<b>Number of children on roll in the registered childcare provision</b>	45
<b>Date of last inspection of registered childcare provision</b>	September 2006

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed children learning and staff teaching over approximately seven and a half hours. They observed teaching and learning in the nursery and childcare rooms, crèches and the extended day room. Meetings were held with parents, governors, staff, a representative of the local authority and the chair of the local extended schools consortium. Inspectors looked at children's learning journey books, records of the activities children had undertaken, school policies and documentation. Inspectors analysed 107 parent questionnaire returns and 11 staff questionnaire returns.

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

- how well the leaders and managers, including the governing body, manage the complexity of running a school, childcare provision and a children's centre at the same time
- the impact on children and their parents of having access to childcare, nursery education and integrated health and family services under one roof.

## Information about the school

Ganney's Meadow Early Years Centre provides nursery education, childcare and a children's centre for the community of the Woodchurch estate and the surrounding district. The inspection of the nursery school and childcare provision were carried out jointly and are reported together in this single report. The children's centre was not inspected, although inspectors evaluated how its services impact on what is achieved in the childcare and nursery provision.

Children may start at the centre at a number of points: in the childcare section as a baby or child under three years, joining a crèche while a parent attends a course or training, or joining the nursery school for a part-time session during the morning or afternoon. Most children carry on to the nursery having attended childcare, but children may leave at various times depending on family circumstances. Children may attend different primary schools when leaving the nursery. There are other possibilities for parents, as the school provides extended care for working families and for some children with special educational needs and/or disabilities.

The majority of children attending childcare and nursery education are local. However, some of the children whose parents and carers access childcare or have chosen to bring their children to the nursery live out of the immediate area. Most children are of White British heritage although a few children are from minority ethnic backgrounds. The Woodchurch estate is identified as an area of social and economic disadvantage.

The nursery has Healthy School status.

**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**

**1**

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

**2**

### Main findings

The school, its childcare section and its children's centre are known collectively within the community as 'Ganney's'. They are seen by parents, carers and local people as a single entity. The centre has a good local reputation. This reputation is richly deserved. Together, the nursery school and childcare provide children with the highest standards of care and a very good start to their education. The children's centre significantly enhances the school's capacity to provide family services, including health services and family learning and support. Overall, the centre offers an excellent service for children and their families.

Outcomes for children are outstanding. Without exception, children make good progress in each part of the provision. Potentially vulnerable children, especially those with disabilities, special educational needs or those demonstrating some form of developmental delay, make exceptional progress. Many children begin the nursery with levels of development that are below those expected for their age. They leave, on the whole, with levels of development that match those of other children, and some leave having begun to achieve the goals expected at the end of the Early Years Foundation Stage. There are many strengths to children's overall personal development. Above all, they enjoy their learning indoors and outside and have complete trust in their teachers and key workers. Their learning prepares them well to move on to the Reception classes in primary schools. Children's development of language and communication is good but the centre would like to see greater development of language within the childcare and nursery and inspectors agree.

The care, guidance and support for children and families across the childcare and nursery are excellent. The systems to ensure the health and safety and well-being of children are exemplary. Staff at all levels are very vigilant about safeguarding arrangements. Very young children in childcare and those who attend crèche sessions are cared for very well indeed, as are children in the nursery, particularly so for the children with special educational needs and/or disabilities. The opportunities for parents and carers to be supported and to learn about parenting are far beyond those seen in most schools, because of the facilities provided for them in the children's centre. The centre extends a warm welcome to everyone. Most of the services parents and carers might need are provided under the one roof and some, such as the on-site library, are exceptional. Provision for children throughout the centre fully meets the requirements of the Early Years Foundation Stage curriculum. This includes the excellent extended care provision available for nursery age children

before and after school. The quality of teaching is good across all the areas of learning. Children have access to outdoor spaces with many opportunities for imaginative play. Staff record children's progress well and detailed journals of children's experiences and learning are shared with parents and carers. Despite the good quality of provision, the school is keen to improve further. It recognises that children would benefit from better language development and more consistently stimulating experiences, inside and out. Teachers are developing their assessments on where each child or group of children are in their stage of development, in order to help tailor learning opportunities to better meet their needs.

One of the centre's major strengths is the sustained commitment of its leadership to providing the very best start for children. The school's leaders are passionate in their belief that this can only be achieved by working in partnership with parents and carers and that in securing the best support for families they provide the best start for children. In most respects, the centre is a model for equality and inclusion. It is very well governed and managed, with the headteacher, as head of centre, playing a crucial and highly effective role. The centre has developed in its chosen direction over many years and now provides an excellent example for other schools developing along these lines. Partnerships with a host of services for families and children, including those with other schools, are well established. For all its complexity, the centre runs very effectively for the benefit of all who use it. Parents' and carers' levels of satisfaction are very high. Senior staff and governors are good evaluators. They know what they do well. They are skilled at identifying areas for further improvement and implementing actions to achieve improvement. The centre has a good capacity for sustaining its record of continuous improvement.

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

- Improve the teaching and learning even further, by:
  - improving children's language skills and developing more creative learning opportunities for them
  - refining the analysis and use of data on children's progress, including the analysis of how different groups of children are doing.

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

<b>1</b>
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Children attend the centre's childcare facilities and nursery classes from a range of backgrounds and with varied starting points. In general, many children begin at the centre with lower levels of learning and development than most children of their age. A minority exhibit significant developmental delay in their social and emotional development and several children are already identified by health professionals as having special educational needs and/or disabilities. One of the strengths of the centre is that all children, from whatever starting points, in childcare and in nursery classes, make good progress. Parents, carers and professionals identify exceptional progress for children with special educational needs and/or disabilities.

Across the range of recognised indicators for children's personal development and well-being, children do exceptionally well. They clearly enjoy their learning. They

learn about healthy eating, hygiene and take plenty of exercise. Boys in particular love the freedom of playing outdoors. They feel safe and this helps their confidence. They learn to cooperate well together, take turns and make friends. They take responsibility willingly and behave well. Through play, they are learning many of the basic skills of speaking and listening, early reading, counting and mark making. In the nursery, they work in groups with teachers and support staff to refine these skills so that they are well prepared for moving to the primary school. At the end of nursery, children generally reach the levels of development expected for their age with some achieving better than this. Moreover, most enter primary school as confident and keen learners with good social skills. For a minority of children, though they thrive within the centre, their progress can be fragile, depending heavily on the relationship they have with their key worker and the familiarity of the centre.

Children's spiritual, moral, social and cultural development is excellent. The school uses the device of a toy bear, 'Ganney Bear' to promote the children's sense of what is right and proper and this is very effective for these young children. They learn much about their local environment but also celebrate other cultures and contribute towards national charities. Attendance is not compulsory for children of this age. However, the school works hard to make sure that attendance is regarded as important and that good habits are established with children and families for the next phase of education.

The quick and easy access for parents and carers to health advice and family support was said by parents to be very welcome and extremely helpful to those who used them. They were clear that the range of drop-in services and courses on offer helped them to be better parents for their children. The crèches and extended day facilities were highly appreciated by parents and carers.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	1
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

## How effective is the provision?

Throughout the centre, the Early Years Foundation Stage curriculum for children 0-5 years is securely in place. All the different areas of learning are available to each age group of children and most learning and development opportunities occur through guided play. There was evidence of imaginative teaching providing rich experiences for children, but this was not sufficiently consistent across childcare and the nursery for the teaching to be judged outstanding in quality. There are several outstanding aspects to provision, the most evident being the quality of relationships between staff and children and the quality of care and support that staff provide for children. The nursery and childcare operate a key worker system, where each member of staff takes particular responsibility for a named child. Key workers get to know their children exceptionally well. These aspects set the ethos for the centre, and are consistent throughout, making this a happy and emotionally secure environment in which children learn and develop. Promoting children's language and communication skills is a priority for the centre. It is taking part in a number of initiatives and progress is being made although this aspect of children's learning remains a priority. Parents and carers are treated as partners and many resources are freely available for them to take and use at home. Childcare and nursery rooms have easy access to outdoors and children spend much time learning outside in the fresh air. The quality of provision outdoors is good although the centre has plans for further improvements. There is an on-site community library, which is used very frequently by the centre to promote the enjoyment of books and reading.

Staff keep careful records of children's development in their learning journals. These are shared with parents and carers. Teachers assess children's levels and stages of development in order to check on progress and aid the planning of suitably challenging experiences. However, this process is at a relatively early stage of development and the information gained is not, as yet, being used to check that different groups of children, such as boys and girls, for example, make equally good progress.

The additional opportunities for partnerships between parents and carers, teachers and support staff and children's centre staff make a considerable positive difference to the quality of the provision. This is particularly true for those parents and carers with children who have special educational needs and/or disabilities or who are themselves vulnerable. The ability of health and family services to provide wrap-around care alongside education makes an enormous difference to individual families, and the centre provided evidence to prove this. Skilled and experienced staff ensured that children's learning, development and well-being were promoted just as well in the crèches and extended care room as in the rest of the centre.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>



## How effective are leadership and management?

Leadership and management at all levels are very strong. The centre has evolved an holistic approach to the education and care of children, providing excellence in early education with a partnership with parents and carers, for many years. The governing body has a wide range of expertise and solid representation from parents, carers and the community. It is well organised and hardworking, providing the headteacher/head of centre with very effective support and challenge. School self-evaluation is rigorous. Governors and senior managers are committed to improvement and have clear plans for further development, including more effective evaluation of performance through data analysis. The senior management team reflects the broad nature of the centre's remit and there is a Centre Development Team representing the extra layers of stakeholders within a children's centre.

The headteacher/head of centre embodies the ethos of the centre and provides a very effective lead for all aspects of its work. There is good delegation of responsibility to leaders for education, health and family support and between childcare and nursery education. The school operates smoothly and efficiently. Partnership working is excellent. The centre is committed to its partnership with parents and carers in the education of their children. It evaluates its success in relation to its impact on children and families. Working relationships with services to support the family and other schools are very good. Senior leaders are continually working towards improvement and are currently working with feeder primary schools to make the transition from nursery to primary schools seamless for children. The centre places safeguarding and the protection of children at the heart of its work and is extremely effective in this respect. Equality, diversity and community cohesion are promoted well and staff provide children with excellent role models for tolerance and the consideration of others.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>1</b>



## **Views of parents and carers**

A very high proportion of parents and carers whose children attended the nursery returned their questionnaires. They were almost unanimous in their praise for the nursery and its staff. Several parents and carers commented on the continuing success of the nursery and the childcare over the years and how their older children remembered their time at Ganney's with great fondness.

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

Ofsted invited all the registered parents and carers of pupils registered at Ganneys Meadow Early Years Centre, 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	77	23	21	1	1	0	0
The school keeps my child safe	89	83	17	16	1	1	0	0
The school informs me about my child's progress	78	73	27	25	2	2	0	0
My child is making enough progress at this school	77	72	27	25	2	2	0	0
The teaching is good at this school	82	77	23	21	1	1	0	0
The school helps me to support my child's learning	74	69	32	30	0	0	0	0
The school helps my child to have a healthy lifestyle	80	75	26	24	0	0	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)	70	65	30	28	1	1	0	0
The school meets my child's particular needs	74	69	31	29	1	1	0	0
The school deals effectively with unacceptable behaviour	68	64	36	34	2	2	0	0
The school takes account of my suggestions and concerns	69	64	36	34	1	1	0	0
The school is led and managed effectively	80	75	25	23	1	1	0	0
Overall, I am happy with my child's experience at this school	89	83	16	15	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

## 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 pupils' 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.**



27 May 2010

Dear Children

### **Inspection of Ganney's Meadow Early Years Centre, Wirral, CH49 8HB**

I visited Ganney's recently with other inspectors to look at how well you are getting on and to find out how well you are being looked after by Ganney Bear, Mrs Roberts and all the teachers and helpers.

I'm very pleased to tell you we gave top marks to Ganney's Meadow. Whichever room you were in, whether Daisy, Lavender, Marigold, Rainbow, Sunshine, Starlight Ladybird or Butterfly, you were enjoying learning and cared for to the very highest standards. No wonder you love coming to Ganney's and no wonder your mums, dads and carers are very pleased they chose to bring you here.

Ganney's is an excellent place for your mums, dads, carers and grandparents too. If ever they need help there is always someone in the children's centre to give them the help they need. And you have a library of your very own!

Everyone who teaches you and looks after you deserves our praise. Even so, Mrs Roberts and her team have not finished what they want to do yet and they have ideas to make Ganney's even better. We think they have the right ideas. Whatever they decide, we know they will ask you for your opinion, and that of Ganney Bear.

On behalf of the inspectors, well done and good luck for the future.

Yours sincerely,

Brian Padgett  
Her Majesty's Inspector

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