



0-19 Standards Sub-Committee

Date:	Wednesday, 7 December 2011
Time:	6.00 pm
Venue:	Committee Room 2 - Wallasey Town Hall

Contact Officer: Pat Phillips
Tel: 0151 691 8488
e-mail: patphillips@wirral.co.uk
Website: <http://www.wirral.gov.uk>

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. EARLY YEARS CENTRES AND CHILDREN'S CENTRES OFSTED INSPECTIONS JULY 2011 - OCTOBER 2011.

3. PRIMARY SCHOOLS IN OFSTED CATEGORIES.

4. PRIMARY SCHOOLS OFSTED INSPECTIONS MAY 2011 - OCTOBER 2011. (Pages 1 - 130)

5. SECONDARY SCHOOLS IN OFSTED CATEGORIES

6. SECONDARY SCHOOL OFSTED INSPECTIONS JULY 2011 - OCTOBER 2011. (Pages 131 - 158)

7. SPECIAL SCHOOLS IN OFSTED CATEGORIES

8. SPECIAL SCHOOLS OFSTED INSPECTIONS JULY 2011 - OCTOBER 2011. (Pages 159 - 172)

9. DATES OF FUTURE MEETINGS

10. ANY OTHER BUSINESS

This page is intentionally left blank

Liscard Primary School

Inspection report

Unique Reference Number	104994
Local Authority	Wirral
Inspection number	355678
Inspection dates	10–11 May 2011
Reporting inspector	Declan McCauley

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	651
Appropriate authority	The governing body
Chair	Sir Malcolm Thornton
Headteacher	Mrs Rosemary Littler
Date of previous school inspection	13 March 2008
School address	Withens Lane Wallasey Merseyside CH45 7NQ
Telephone number	0151 638 3910
Fax number	0151 638 8757
Email address	schooloffice@liscard.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 24 teachers in 45 lessons. They held meetings with three representatives of the governing body, staff, parents and groups of pupils. They observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and records of pupils' progress. Inspectors considered questionnaires from 208 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully the school has raised attainment, particularly in mathematics.
- The effectiveness of the school in ensuring that boys and girls achieve as well as each other.
- How well the curriculum is matched to the needs of specific groups of pupils such as girls in mathematics in Key Stage 2.
- How successfully leaders and managers are working to make the school into a cohesive community.

Information about the school

The school is more than twice as large as an average-sized primary school. Most pupils come from a White British background. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils who have special educational needs and/or disabilities is above the national average. The percentage of pupils with a statement of special educational needs is below the national average. The school site is shared with a children's centre which is subject to a separate inspection. The school has gained a number of awards including Healthy Schools status, Eco Mark, Activemark, Artsmark Gold, Investors in People, Basic Skills, Intermediate International Award and the Financial Management Standard in Schools.

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

1

Main findings

This is an outstanding school. Pupils are very enthusiastic learners. Pupils, staff and members of the governing body have a tremendous sense of pride in their school. Leadership of the school is inspirational and innovative. The headteacher, members of the governing body and all staff share a vision of providing the highest quality of education for all pupils. School provides outstanding value for money as pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities learn and progress well. The highly inclusive ethos ensures equality of opportunity and the tackling of discrimination are given the highest of priorities. Very rigorous and robust self-evaluation at all levels of leadership has resulted in an impressive record of improvement from satisfactory to outstanding since the last inspection. This excellent track record demonstrates an outstanding capacity for sustained improvement.

Outstanding teaching, an exceptional curriculum and first-class care, guidance and support combine to give pupils outstanding outcomes. There are occasions, however, when some pupils are not challenged enough. Pupils benefit from an excellent start in the Early Years Foundation Stage. From starting points to the Early Years Foundation Stage that are lower than typical for their age, pupils leave Year 6 with average attainment. By the end of Year 6 attainment in English and mathematics is close to the national average. This represents good achievement. There remains a legacy of some underachievement in Key Stage 2, although this is diminishing as the rapid progress occurring across the school impacts on attainment. Pupils display excellent knowledge of how to lead safe and healthy lives. The exemplary behaviour of pupils plays a pivotal role in enabling them to make high-quality contributions to the school, local and wider communities. The combination of these key skills with pupils' excellent spiritual, moral, social and cultural development ensures that pupils are provided with an excellent foundation for their future.

Safeguarding arrangements are good. The school, very successfully, engages parents and carers in pupils' learning and school life. The high quality of partnership work with a wide range of organisations enables pupils to make good progress in their learning. Attendance has improved greatly and is now high. The school provides outstanding value for money.

What does the school need to do to improve further?

- Sustain the current rapid progress in English and mathematics and raise attainment by ensuring that in all classes, assessment is used effectively to ensure that all

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

pupils are suitably challenged.

Outcomes for individuals and groups of pupils

1

Pupils' excellent behaviour ensures they can make the most of the exciting opportunities on offer. Pupils are very responsive to high-quality experiences in lessons, enabling them to make good progress. Inspectors observed pupils in Year 5 participating very enthusiastically in drama activities based on monsters in order to inspire them to use verbs which conveyed a sense of power and strength. Pupils who have special educational needs and/or disabilities are so well supported in their learning that they make at least the same good amount of progress as all other pupils. Their attainment exceeds that of similar pupils nationally. School has taken innovative steps which have effectively narrowed the attainment and progress gap between boys and girls.

Attainment at Year 6 is broadly average. Robust data held by the school indicates that progress across the school is improving rapidly. The pupils in Year 6 are well on track to reach challenging targets in English and mathematics that exceed national expectations for their age. Progress in Key Stage 1 is good. Pupils' attainment in reading, writing and mathematics is high.

Parents, carers and pupils agree that pupils are very well prepared for the future. Pupils achieve well and enjoy school immensely. They are proud to be part of Liscard Primary. Pupils demonstrate their excellent contribution to the wider community through their focus on improving road safety locally. All pupils, even those who are very young, speak knowledgeably about what makes a healthy snack. Spiritual, moral, social and cultural development is given particular prominence in school resulting in thoughtful, reflective and very well informed pupils. Many pupils contributed to a discussion in a lesson about how people can be discriminated against and how they would respond to this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1

¹ 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	
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding teaching ensures that most pupils make rapid progress in lessons. Teaching assistants are deployed exceptionally well to meet pupils' individual and group needs. They work very closely with teachers to ensure that lessons enable all pupils to progress. Teachers, routinely, use assessment very effectively to provide challenge for all pupils; sometimes, this can be a little inconsistent in specific year groups. The majority of learning moves at a good pace because of the high expectations teachers have of all pupils. Information and communication technology (ICT) is used very effectively; it is an integral feature of the overwhelming majority of lessons. There are many opportunities for pupils to engage in evaluating each other's work through strategies such as 'talk to your partner'. Teachers mark pupils' work thoroughly and offer good guidance to pupils about how to improve their work. In a Key Stage 1 lesson, pupils made so much progress in labelling parts of marigolds and other flowers that the teacher began to speak to them about a higher level of activity which was planned for the future.

The curriculum is matched very well to the needs of all pupils. Much work has been done successfully by staff to develop a curriculum which inspires boys in writing and motivates girls in mathematics. This work has been a crucial element in bringing about improvement in attainment. The curriculum is very innovative and exceptionally creative. It adds to the pupils' high levels of enjoyment. Lessons are planned to enable all pupils to develop their writing skills through different subjects. Pupils have opportunities to participate in a wide range of memorable experiences. One parent spoke about how inspired their child was about animation following her involvement in an extra-curricular film-making club. Many opportunities are provided for pupils to participate in activities after school which enrich the curriculum well.

The day-to-day care for pupils is outstanding. All adults pay very close attention to pupils' pastoral care, guidance and support. Pupils say they feel very safe in school at all times and parents and carers confirm this. All pupils who require extra support because of their own particular needs are very well supported. Staff liaise very closely with many outside agencies to ensure that the needs of pupils who are potentially vulnerable due to their circumstances are fully met. Induction to school in the Early Years Foundation Stage and transition to the secondary school are handled with great care and many parents and carers commented on how effective these procedures are. The school has

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

worked very hard to improve pupils' attendance; it has dramatically reduced the number of pupils who were persistently absent.

These are the grades for the quality of provision

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

How effective are leadership and management?

Those responsible for leadership strive continually to ensure the best possible education and life chances for all pupils. The headteacher is an inspirational leader who has formed a caring and very effective learning community. She is supported very well by a strong senior leadership team which has brought about substantial and rapid improvements. Staff and members of the governing body value the headteacher greatly and recognise how she has been instrumental in creating this highly valued school. There is a shared determination that only the best is good enough for the pupils. Any outcomes which are slightly less than the anticipated best are analysed systematically to ensure that a more successful approach is adopted to maximise improvement. Administrative, lunchtime and other support staff are conscientious in ensuring the smooth running of the school. Staff comment on their pride in working at Liscard and the high quality of their professional skills' development and training.

The impact of the governing body on the school is outstanding. The chair and committee leaders work with all governors to provide exceptionally rigorous challenge and support to the school. Together, they have a very secure knowledge of the key priorities. The school adopts all recommended good practice with regard to safeguarding. All policies and processes are in place to ensure pupils' safety. All leaders have the highest commitment to promoting equality of opportunity and tackling discrimination and do so very well. Most pupils are able to achieve their best irrespective of ability, background or need. The school's contribution to community cohesion is good. Pupils have a good understanding of the local and international communities. Leaders are currently focused on developing opportunities for pupils to increase their understanding of the national community in which they live. The school has been very successful in engaging with parents and carers through the website and regular newsletters. These result in highly positive relationships between home and school. Partnership work is an important feature of school life and a key strength of the school. Close collaboration with other schools and organisations enables staff and pupils to learn from others and to share their skills in many ways that are beneficial.

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

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

Early Years Foundation Stage

The Early Years Foundation Stage is a strength of the school. Parents and carers comment very favourably on how well children develop in the Early Years Foundation Stage. Children are very eager to participate in a very well planned range of development opportunities created by staff. Children make exceptional progress. They co-operate and play together well, demonstrating exceptionally well-developed personal and social skills. They spoke to inspectors about the problems which 'Baby Bear', who was missing from the 'Three Bears' Cottage', may be experiencing. Healthy lifestyles are very effectively promoted. A bright and stimulating environment supports the development of young children effectively. Assessment is used exceptionally well to provide staff with a wealth of knowledge about children's abilities and to inform future planning for their needs. Data are used thoroughly to plan for the future. The very effectively planned activities are designed to meet the needs of all children fully. There are ample opportunities provided for adult-led and child-initiated activities. The children select their own development activities sensibly. Children are courteous and polite to each other. Those responsible for leading the Early Years, Foundation Stage are very knowledgeable about what is required. They make plans and bring about improvements through a well-thought-out approach, with the needs of the children taking precedence. The experiences of children in the Early Years Foundation Stage are of the highest possible standard, resulting in outstanding progress for all.

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 Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

Views of parents and carers

About a third of parents and carers registered at the school returned the inspection questionnaire. The overwhelming majority of these parents and carers was extremely positive about the school and its work. Parents and carers are overwhelmingly appreciative of the school and its leadership. Typically, they comment, 'This is a wonderful school.' Also, many wrote additional comments. Some spoke very appreciatively about staff and the support they received from school. One of the comments made was 'I cannot praise this school enough. Every member of staff I have ever come across is helpful and friendly. My children have gone from strength to strength in this school.' This comment was typical of the responses. The inspection team endorsed the positive views of parents and carers. A few parents and carers had concerns about their children not making sufficient progress at school. Inspection evidence did not confirm the negative views expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Liscard 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 208 completed questionnaires by the end of the on-site inspection. In total, there are 651 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	145	70	62	30	0	0	1	0
The school keeps my child safe	164	79	44	21	0	0	0	0
The school informs me about my child's progress	143	69	60	29	5	2	0	0
My child is making enough progress at this school	138	66	62	30	8	4	0	0
The teaching is good at this school	153	74	50	24	3	1	0	0
The school helps me to support my child's learning	144	69	57	27	4	2	2	1
The school helps my child to have a healthy lifestyle	134	64	67	32	4	2	1	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)	135	65	66	32	3	1	0	0
The school meets my child's particular needs	133	64	67	32	5	2	1	0
The school deals effectively with unacceptable behaviour	125	60	77	37	3	1	2	1
The school takes account of my suggestions and concerns	119	57	81	39	4	2	2	1
The school is led and managed effectively	141	68	57	27	7	3	0	0
Overall, I am happy with my child's experience at this school	151	73	50	24	6	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

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



12 May 2011

Dear Pupils

Inspection of Liscard Primary School, Wallasey, CH45 7NQ

It was a delight to meet you all during the recent inspection. Thank you for being so welcoming to the inspectors. We enjoyed talking with you and finding out about your school. We are very grateful to all pupils who completed questionnaires; these provided us with a lot of information. We are delighted to tell you that you go to an outstanding school which is very caring, friendly and welcoming.

These are the main things that we found out about your school:

- many of you do very well in lessons which are fun and exciting
- children in the Early years Foundation stage make exceptional progress
- you enjoy attending school
- you feel exceptionally safe in school
- all adults care for you very well
- school leaders work very successfully to improve your school
- the quality of teaching is outstanding
- you have a tremendous sense of pride in your school.

To make your school even better, we have asked school leaders to improve the levels you reach in English and mathematics by making sure assessment is used by all staff to meet the needs of all of you. We hope that you will continue to work hard in lessons in the future so that you can do very well when you leave school.

Yours sincerely

Declan McCauley

Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

St George's Primary School

Inspection report

Unique Reference Number	104995
Local Authority	Wirral
Inspection number	367363
Inspection dates	4–5 July 2011
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	788
Appropriate authority	The governing body
Chair	Mr Nick Holt
Headteacher	Mr Steve Smurthwaite
Date of previous school inspection	18 June 2008
School address	St George's Road Wallasey Merseyside CH45 3NF
Telephone number	0151 6386014
Fax number	0151 6388025
Email address	schooloffice@stgeorges.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by four additional inspectors. Thirty-six lessons or parts of lessons were observed involving 33 teachers. Meetings were held with pupils, staff and the Chair and two members of the Governing Body. Inspectors observed the school's work, and looked at pupils' books, school assessments, planning and school policies, including those concerning the safeguarding of pupils. Two hundred and sixty-nine questionnaires were returned by parents or carers, and those from pupils in Key Stage 2 were also read and analysed. Staff also completed a questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well different groups of pupils are performing in school.
- What have been the improvements to provision, and leadership and management since the last inspection.
- Whether the school is doing all it can to promote good attendance.
- How robust all aspects of safeguarding are.

Information about the school

This school is much larger than the average sized primary school and is situated on two sites about one third of a mile apart. The proportion of pupils known to be eligible for free school meals is just below average. The proportion with special educational needs and/or disabilities is below average. The percentage of pupils from minority ethnic backgrounds is small. The school runs breakfast and after-school clubs and has gained several awards including the Basic Skills Award, Healthy School status, the Sports Gold and Artsmark Gold Awards and Family Works.

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 provides an outstanding education for its pupils. They make good progress and their attainment is high in English and mathematics at the end of Year 6. High levels of attainment have been maintained in recent years and are evident in the current Year 6. Some groups of pupils, such as those with special educational needs and/or disabilities make exceptional progress. Children in the Early Years Foundation Stage make a good start to their life in school and achieve well, especially in their personal, social and emotional development. Pupils' behaviour is excellent and this contributes very well to their overall performance in school subjects. They have very good relationships with their teachers and work very well with one another in class. Pupils develop a good understanding of personal safety and how to lead a fit and healthy lifestyle. They take on responsibility with enthusiasm and this is evident in the work of the school council which is involved well in decision-making in school. Pupils develop valuable skills and attitudes to learning for when they move on to secondary school.

The quality of teaching is good and there are several prominent features, such as teachers' relationships with pupils and their use of video and other technology to interest pupils. Teachers make good use of information about how well pupils are doing. The curriculum is outstanding with a number of key strengths, such as its thematic approach which links subjects together very well, the physical education curriculum and the intervention strategies for pupils with special educational needs and/or disabilities. All aspects of care, guidance and support are excellent. There is a strong emphasis on promoting the social and emotional development of pupils. In such a large school, young pupils might feel overwhelmed but the focus given to ensuring the transition between and within key stages is exceptional and means pupils thrive. One pupil summarised the quality of the school by saying, 'This is an inspiring school – it helps you to do your best.' The overwhelming majority of parents and carers who responded to the inspection questionnaire agree with this viewpoint.

High quality leadership ensures that the school runs smoothly and all staff are closely involved in its organisation and management through a strong team approach. This is evident in the uniform quality of provision across all key stages and the two sites. Staff know the pupils well and have a very good grasp of how well the school is performing. The school's self-evaluation is based on excellent analysis of data and leads to prompt action to tackle any comparative weaknesses. One action plan yet to be fully completed, however, concerns the school's promotion of community cohesion. Senior leaders are supported well by the governing body, whose members offer a wide range of expertise and experience as well as significant challenge. Partnerships with other schools and agencies benefit pupils' learning exceptionally well. The effectiveness of the school's

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

approach to promoting equality of opportunity and tackling discrimination is excellent. Because some of the improvements made since the last inspection are recent, for example, in tracking pupils' progress, the school's capacity to sustain improvement is good. The school provides outstanding value for money.

What does the school need to do to improve further?

- Act upon the school's audit and plan to promote community cohesion in the wider community and help to raise pupils' awareness of other cultures.

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

Pupils' achievement and enjoyment of learning are outstanding. Most children start in the nursery with levels of attainment that are expected for their age. Throughout all three key stages, pupils' progress is good. In lessons they listen very well to both adults and one another. They show real enthusiasm and concentrate well. When Year 4 pupils were investigating the function of plant roots they were excited and yet behaved responsibly, handling equipment and the plants carefully. As a result, they extended their learning very well, even beginning to understand the importance of surface area in the root structure. Pupils talk with real depth about projects they have undertaken. The quality of their written work is often exceptional and they display pride in their work. The very few pupils from minority ethnic backgrounds achieve as well as their classmates and those with special educational needs and/or disabilities often make outstanding progress enabling them to reach the levels expected of all pupils in Year 6. This is because of the high quality specialist provision the school provides.

The contribution that pupils make to the life of the school and the wider community is good overall, though stronger in school than in the local community. The way the school promotes healthy living has been recognised in the achievement of the Healthy School status and the Sports Gold Award. Many pupils support the good range of extra-curricular sporting activities. Moreover, in recent months pupils have been researching costs and supplies in a project to set up stalls selling fruit. These skills contribute well to pupils' understanding of finance and positive lifestyles. Levels of attendance match the national average for primary schools and the school promotes the importance of good attendance well, for example by refusing to authorise holidays taken in term-time. The pupils' overall spiritual, moral, social and cultural development is good, though not as strong in cultural development.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

A key feature of the teaching is that it is never less than good across all year groups. In Year 6, teaching is outstanding and there are examples of outstanding practice in Years 2 and 4. Teachers ask questions and set tasks for pupils that challenge the different groups of pupils in their class exceptionally well. Gifted and talented pupils are often set challenging tasks to complete on their own. As a result, this well-focussed teaching promotes the good achievement of all groups of pupils. Staff make excellent use of new technology to stimulate pupils' interest and pupils use laptops and notebooks regularly in class to good effect. Teachers' marking in English is excellent, helping pupils to understand the next steps in their learning extremely well, though this is not as evident in mathematics. Senior staff have identified this comparative weakness and are reviewing the marking policy.

The curriculum has been significantly enhanced by the International Primary Curriculum, which not only builds on the existing strong links between subjects, but also encourages excellent skills of collaboration as well as individual research. Links between subjects are planned exceptionally well and help pupils to make coherent sense of their learning. Another highly effective feature has been the introduction of in-school intensive support for pupils with special educational needs and/or disabilities, catering for up to twenty pupils at a time. Monitoring the progress of these pupils has shown significant gains in their self-confidence and attainment in basic skills. This excellent outcome has been achieved at a much lower cost than alternative arrangements and other schools locally are beginning to look to it as a model of good practice. Further strong features include specialist teaching in physical education, comprehensive personal, social and health

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

education and modern foreign languages.

Pastoral care has been maintained at the high standard found at the last inspection. Pupils' welfare is monitored closely and there is an excellent range of partnerships with other agencies and networks of schools to promote their well-being. The school runs breakfast and after-school clubs on both sites, which are popular, promote the welfare of the pupils well and are valued by parents and carers. Transition arrangements both into school and on to secondary school are as strong as those between year groups and the two sites. This comment from a parent summed up the attitude of a good number of parents and carers, 'Despite this being a very large school, it feels like a small village school – all of the staff know all of the children and most of the parents and there is a very friendly atmosphere.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leadership team provide outstanding leadership. They have devised a highly effective management structure to cater for the different key stages and the split in Key Stage 2 between the two sites. All senior and middle managers share the ambition to continue to improve provision and maintain high standards. They have an excellent understanding of how well the school is performing through recent improvements to the tracking systems and excellent monitoring and evaluation of teaching and learning. With these tools they identify comparative areas of weakness and take action to overcome them. For example, the gap between the standards reached by pupils who are known to be eligible for free school meals and those who are not was similar to that found in most primary schools. This year, thanks to a concerted effort to focus support, the gap has been narrowed in English and mathematics, especially so in mathematics. This success is an example of the school's highly effective promotion of equality of opportunity and tackling of discrimination.

The governing body is fully involved in evaluating the work of the school and discharges its duties rigorously. All arrangements to safeguard the welfare of pupils are good. Appropriate records are kept and all staff have completed the necessary training on child protection. Partnerships with outside agencies and networks of schools promote the pupils' safety, welfare and learning exceptionally well. Partnerships with parents and carers are good and include regular newsletters, meetings and courses for parents and carers, as well as communication via the school website. Actions to promote community

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

cohesion are satisfactory overall, being good within school, satisfactory in the local community but at an early stage in developing pupils' awareness of other cultures more widely.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children achieve well in the Nursery and Reception Years. They make very good progress in personal, social and emotional development in the nursery and good progress in all areas of learning over the whole key stage. Boys' writing has been a focus of attention in recent years and there are very good opportunities for mark making to promote their interest and improve skills. By the end of the Reception Year, most children have reached the Early Learning Goals in all areas of learning and some are working above those goals.

Provision is good. The learning environment is vibrant and stimulating, especially indoors. There is a good balance of adult-led activities and those chosen by children. Topics, such as a recent one on Pirates, are inventive, promote imaginative play very well and form the basis of much valuable learning in language and number. For example, children enjoyed throwing a large dice to count forwards and backwards as they 'walked the plank'. Assessments and records to celebrate the unique nature of each child are a particular strength. The welfare of all children is closely monitored by key adults so that children are secure and feel safe.

Leadership and management of the key stage are good, although the leader does not have a complete overview of provision including data concerning the attainment of

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

children on entry to the nursery. This led to an inaccurate perception by the key stage leader of the children's starting points. Planning is detailed and all adults are trained well for their roles. Links with parents and carers are very strong and benefit the children's learning very well.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The overwhelming majority of parents and carers who responded expressed highly positive views of the school. They greatly value the welcoming atmosphere the staff generate. They appreciate how the school helps their children to achieve well and almost all report that their children enjoy school. They judge that the school is well led and managed and that teaching is good. They consider their children are well looked after and taught how to be safe. About a quarter of parents and carers wrote comments on the questionnaire, many highly supportive of the school.

Inspectors consider the comments to be a reflection of the good partnerships the school has with parents and carers. A few parents and carers wrote that they would like more information about school events and how their child is doing.

Inspectors note that the school provides them with regular reports on progress through meetings and written reports, which indicate the levels that the children are achieving. In addition, there are regular newsletters on school events. A few parents and carers expressed concern about the behaviour of a very few pupils in one year group.

Inspectors explored this and found the school is taking appropriate action to bring the standard of behaviour of these pupils up to the very high standard of the overwhelming majority of pupils in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St George's 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 269 completed questionnaires by the end of the on-site inspection. In total, there are 788 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	159	59	104	39	4	1	0	0
The school keeps my child safe	189	70	76	28	3	1	0	0
The school informs me about my child's progress	129	48	131	49	9	3	0	0
My child is making enough progress at this school	153	57	105	39	10	4	1	0
The teaching is good at this school	162	60	99	37	7	3	0	0
The school helps me to support my child's learning	128	48	122	45	16	6	1	0
The school helps my child to have a healthy lifestyle	111	41	142	53	11	4	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)	138	51	111	41	11	4	0	0
The school meets my child's particular needs	136	51	118	44	8	3	2	1
The school deals effectively with unacceptable behaviour	111	41	125	46	19	7	8	3
The school takes account of my suggestions and concerns	107	40	131	49	23	9	0	0
The school is led and managed effectively	142	53	118	44	7	3	0	0
Overall, I am happy with my child's experience at this school	167	62	92	34	10	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



6 July 2011

Dear Pupils,

Inspection of St George's Primary School, Wallasey CH45 3NF

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. We particularly enjoyed the meetings we held with the school council and other pupils.

Your school is providing you with an outstanding education. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach high standards in English and mathematics. This is because the teaching you receive is good and you work hard. Your behaviour is excellent and this means you learn well. You take on responsibilities well and know how to look after yourselves and lead a fit, healthy lifestyle. You told us how much you enjoy the activities in school. The curriculum you are taught has lots of very interesting parts to it. School leaders do an excellent job. The way in which staff check how well you are doing makes sure that none of you is slipping behind is good. The staff take outstanding care of you all so that you feel safe and have someone to turn to if you have need. They have built up excellent links with other services and schools to very good effect, for example, in helping you when you transfer to secondary school.

Part of our job is to identify how the school can be even better. There is one improvement for staff to make.

- Staff should try to help you to understand more about other cultures, for example, by making links with schools and places of worship outside your local area and overseas.

Please continue to work hard and enjoy school. I send you all my best wishes for the future.

Yours sincerely

Frank Carruthers

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

PROTECT-INSPECTION

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566855
Direct F 01695 729320
gail.hill@cfbt.com
www.cfbt-inspections.com



15 September 2011

Mrs A Evans
Headteacher
Woodslee Primary School
Croft Avenue
Bromborough
Wirral
Merseyside
CH62 2BP

Dear Mrs Evans

Ofsted monitoring of Grade 3 schools: monitoring inspection of Woodslee Primary School

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 14 September 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I am grateful to the representatives of the governing body and a representative from the local authority for sparing the time to meet with me. It was a pleasure to speak to pupils, so please pass on my thanks to them also.

Since the last inspection a new leadership team has been formed, including the internal appointment of an assistant headteacher. The school has a new special needs coordinator and two new governors are in post.

As a result of the inspection on Wednesday 9 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Results of the national assessments and tests in 2010 show that attainment was broadly in line with national expectations at the end of Year 6 and Year 2. Pupils known to be eligible for free school meals attain well, when compared to national averages and data would also indicate that boys achieve better than girls. Improvements have been made in literacy and hence, the school is now developing mathematics, including a focus on mental arithmetic skills. Provisional results for 2011 show attainment remaining in line with national expectations at both Key Stage 1 and Key Stage 2. Current data held by the school generally show pupils make progress in line with national expectations, although there are fluctuations between cohorts and groups of pupils. The school is aware of this and is now, due to more sophisticated tracking procedures, able to intervene more quickly when pupils start to fall behind.

January 2011

PROTECT-INSPECTION
Page 29

Page1



INVESTOR IN PEOPLE

Senior leaders have focused on improving teaching and learning. Priority has been given to matching activities in lessons to pupils' individual need. An audit of teachers' planning has been carried out to ensure work set supports pupils' next steps in their learning. Assessments are now more regularly made to ensure pupils and groups make appropriate progress. Achievement is monitored through a system of tracking which is becoming more secure across the school. Staff training has been held on developing criteria for good teaching and learning, and a programme of monitoring by senior leaders is in place. Work has developed, through providing relevant feedback, to encourage pupils' independence. Teachers are increasingly giving clearer guidance in lessons to enable pupils to move on to the next stages of learning. However, this is still not consistently applied by all teachers. An audit of assessment for learning strategies has taken place, and some teachers have embraced this way of working. Pupils talk positively about teaching and learning saying, 'lessons are fun', and, 'if you get stuck teachers come and help you'.

Teachers, through training, have focused on teaching and learning strategies in lessons. However, the extent to which all teachers accurately match work to individual need varies, with some giving greater focus to teaching as opposed to pupils' learning. Some collaborative learning techniques are used well, although some passive learning still hinders faster progress for some pupils. More-able pupils receive work devised as a 'challenge', although expectations by some teachers could be more developed. Pupils have targets to help them improve. They are able to discuss these and generally are aware of what they need to do to improve. Older pupils are aware of their National Curriculum level of attainment in English and mathematics.

Improvements have been made to develop pupils' understanding of the wider world. The school has focused on improving local links where pupils are more involved with their local community, for example, monitoring traffic levels outside school with the police. UK links have improved and the school has developed a richer curriculum where links on a global scale are more evident.

Assessment of children's skills on entry to Nursery has improved. Key staff have been appointed and, through working closely with the local authority, have ensured a focus on assessing knowledge, skills and understanding in all areas of learning. Training of staff has been delivered and baseline assessments are now completed for each child when they start school. Adults are now more confident in making assessments based on first-hand observations. Data for the Early Years Foundation Stage are scrutinised by senior leaders.

The headteacher has prioritised improving pupils' progress and is determined to further raise achievement across the school. She now monitors all pupils, groups and cohorts and holds pupil progress meetings with all class teachers. These are supported by the senior leadership team. The headteacher is relentless in her pursuit to improve achievement and has appropriately highlighted strengths and weaknesses. Teachers are becoming increasingly aware of the progress made by pupils in their class, although this is not yet as consistent as it might be.

The governing body has received training in the use of data and is more aware of attainment and levels of progress. Hence, it is now in a better position to hold the school to account.

Training, tailored to the needs of the school, has been delivered both internally and by the local authority. This has supported the school's priorities. Areas identified include mathematics, the Early Years Foundation Stage and communication, language and literacy. A close partnership has developed between the headteacher and local authority advisers and training of staff has been well received.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mrs Jane Millward
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place Wednesday 9 June 2010

- 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 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.

Mount Primary School

Inspection report

Unique Reference Number	104993
Local authority	Wirral
Inspection number	377155
Inspection dates	12–13 September 2011
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Alison Hardy
Headteacher	Bernard Cassidy
Date of previous school inspection	03 June 2009
School address	Mount Pleasant Road Wirral CH45 5HU
Telephone number	0151 6303329
Fax number	0151 6301462
Email address	schooloffice@mount.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons or parts of lessons were observed involving 11 teachers. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at pupils' books, school assessments, planning and school policies, including those concerning the safeguarding of pupils. One hundred and three questionnaires were returned by parents or carers and Key Stage 2 pupils completed pupil questionnaires. Staff also completed questionnaires. These questionnaires were read and analysed by the team.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the attainment of children is on entry to school and how well reception-aged children are doing.
- What achievement is like across Key Stages 1 and 2, especially in relation to reading in Key Stage 1 and mathematics in Key Stage 2.
- Whether there are any outstanding features in the curriculum.
- How robust all aspects of safeguarding are.
- How effective the contribution of leadership and management in raising pupils' achievement is.

Information about the school

This is a larger than average-sized primary school. The school population has increased slightly since the last inspection. The proportion of pupils known to be eligible for free school meals is just above average. The proportion with special educational needs and/or disabilities is above average. Almost all pupils are White British. On the same site is a Children's Centre which is subject to a separate inspection. The school runs breakfast- and after-school clubs which are part of this inspection. The school has the Basic Skills, the Wirral Inclusion and the Bike It awards and is in the process of being assessed for the Respecting Rights School Award (RRSA) by UNICEF.

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

The school provides a good education for its pupils. They achieve well in their learning and thrive thanks to good teaching and outstanding care, guidance and support. Throughout the school pupils make good progress in English and mathematics. Most children join the Reception year with skills that are below expected levels in key aspects of communication, language, literacy and emotional development. By the end of Year 6, standards are slightly above the average of schools nationally. Pupils with special educational needs and/or disabilities make good progress overall and at times individual pupils make outstanding progress. Pupils behave well and show good attitudes to learning. In two aspects of their personal development their achievement is outstanding. These are their understanding and adoption of a healthy lifestyle and the contribution they make to the school and the wider community.

The quality of teaching is good. A particular strength is teachers' planning, which links subjects of the curriculum together very well and caters for the needs of different pupils. Teaching assistants and specialist teachers make a very effective contribution to pupils' learning, especially those with additional needs. However, in a few lessons, teachers fail to make sure pupils are on task at all times. In addition, expectations for standards of handwriting and presentation in general are too variable. The curriculum is well-planned and has outstanding features, such as the focus given to supporting pupils' personal development and attitudes to learning. Staff go the extra mile to help more vulnerable pupils to overcome barriers to learning and some of their actions provide a model for best practice.

Under the outstanding leadership and direction of the headteacher, the school's senior leaders, middle managers and all staff share a common vision for how pupils are to thrive. They are backed by a supportive and challenging governing body. Of particular note is the excellent way that senior staff make partnerships with outside agencies to promote pupils' well-being. The effectiveness of safeguarding procedures is good. School self-evaluation is robust, based on a close analysis of pupils' progress and achievement. Staff use this analysis well to identify any trends in under-performance and take the steps needed to tackle it. Standards of attainment have been maintained since the last inspection and some aspects of the work of the school have improved from good to outstanding. A strong senior leadership team is supported by a newly-created middle management team. Taken together these

factors indicate the school has good capacity to sustain its quality and raise standards further.

What does the school need to do to improve further?

- Raise the expectations of all staff to match the best found in school in relation to:
 - classroom management so that pupils make effective use of time in all lessons
 - the presentation of pupils’ work and in particular handwriting.

Outcomes for individuals and groups of pupils

2

Pupils’ achievement is good. They enjoy lessons and share ideas with one another well. This was evident when Year 6 pupils explored different types of letter writing and shared their understanding of unfamiliar words. They rise to a challenge well. Pupils in Year 3, for example, produced some interesting questions they wanted to have answered as they began a topic on the workings of the human brain. Pupils’ progress is good and when there have been variations, for example between boys and girls, staff have identified trends quickly and taken action to reduce them. A thorough programme of teaching letters and sounds is lifting standards of reading in Key Stage 1. In the mixed Reception/Year 1 class, staff make good provision for the Year 1 pupils so that they are challenged according to their attainment. The school is usually successful in achieving challenging targets for pupils to reach. For example, the proportion of pupils reaching Level 5 in mathematics rose this year and is now above average compared to schools nationally. A high proportion of pupils with special educational needs and/or disabilities makes the expected level of progress from Years 3 to 6.

Pupils report that they feel safe in school. Bullying is rare and if pupils have any concerns they know which member of staff to turn to. The focus in the curriculum on respecting rights helps pupils to understand their own role in making a good learning environment in school for all. In addition, they make an excellent contribution to the school and wider community, being involved in the planning and design of a number of neighbourhood facilities as well as supporting charities and events locally. Pupils have excellent opportunities to be fit and healthy, for example at playtimes in the exceptional outdoor areas the school has provided, and they speak with enthusiasm about activities such as fencing and jujitsu. Since the last inspection levels of attendance have improved and have been above average in the last two years. Pupils take good attitudes and skills with them when they move on to secondary school.

These are the grades for pupils’ outcomes

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

¹The 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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strengths of the teaching include good relationships among pupils and staff, and a brisk pace to learning. Even at this early stage in the school year, teachers are planning for the different needs of pupils and challenging the more-able pupils with the tasks they give them. In the best lessons, teachers give clear explanations and demonstrations, for example when Year 4 pupils were practising basic juggling skills in physical education. In a few lessons where teaching was only satisfactory, pupils' learning was adversely affected because staff did not keep pupils focused on the task in hand or gain their full attention. The marking of pupils' work helps them to make progress by indicating next steps. There are plenty of opportunities for pupils to comment on their own performance and consider the efforts of other pupils and this is carried out in a supportive manner. There is too much variation, however, in the expectations of staff about presentation and handwriting in pupils' workbooks.

The curriculum is good overall and has some excellent features. The school is working towards achieving Respecting Rights status and the five strands identified in a good learner, covering aspects such as responsibility and resilience, are well embedded in the topics taught. Links between subjects are forged to good effect, helping to make learning comprehensible for pupils. Some of these initiatives are in the process of development and their full impact is yet to be realised in raising standards. In addition there are excellent opportunities for enrichment, such as learning to play a musical instrument, out-of-school activities, trips and residential visits.

Parents and carers hold the school in high regard in the way the staff care for pupils and help them in difficult times. For example, through an initiative called The Tree of Life, all pupils have been encouraged to be reflective. Pupils and their families experiencing trauma have been supported particularly well through this approach. The school's breakfast- and after-school clubs are popular and provide a secure and welcoming experience for pupils. Arrangements for the transfer of pupils into school, between classes and on to secondary school help pupils to settle extremely well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leadership team has a very good grasp of the school’s performance and pupils’ achievements thanks to robust systems to track pupil progress and monitor the quality of teaching and learning. These procedures are helping to lift standards and raise the quality of provision. The impact of recent measures, such as a refined policy for teaching and learning, an enhanced middle management group and curriculum enrichment, is yet to be fully felt.

The governing body has a very thorough understanding of issues facing the school and teamwork among members is a strength. They closely follow all aspects of safeguarding to ensure procedures are effective and challenge the school well by asking ‘how can we make it better?’ School development planning is very well-focused on raising pupils’ attainment and improving provision. The school has a budget deficit but is on track to clear it by the end of the financial year.

The school promotes equal opportunity for all pupils well and is reducing the gap in performance between pupils not eligible for free school meals and those who are. There are excellent links with outside agencies to promote pupils’ learning and welfare. It is, for instance, creating a strong partnership with a pilot school in the local authority for developing its own speech and language therapy provision. It makes full use of the expertise of outside professionals to train staff. The school promotes community cohesion well, including raising the awareness of pupils to wider issues through global links. Developments in the curriculum are intended to promote these aspects even further.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children learn and develop well in relation to their starting points. At this early part of the school year, children were observed to be settling in well, having come from

many different pre-school settings. They showed lively interest in the activities they could choose from, which were based on the theme of the world of work. These included construction activities, small world and role play, where children became teachers and chefs and outdoors, builders and gardeners. They showed they could take responsibility for carrying out small tasks and pay good attention. A well-planned curriculum both indoors and outside gives the children a wide range of quality experiences that help them to achieve the early learning goals. Detailed assessments made at the end of the year indicate that most children make good progress in the Reception year and reach expected levels of attainment in all areas of learning. Year 1 pupils in the mixed-aged class are assessed effectively by staff against National Curriculum levels and given challenging work appropriate to their levels of attainment. Provision is good. Adults have warm relationships with the children and engage the children well through good questioning strategies. The welfare of the children is fully supported so that they are happy and secure. The leadership of the Early Years Foundation Stage has just changed after the appointment of a new leader. Previously, the deputy headteacher had oversight of provision and the handover is going ahead smoothly at the time of the inspection. Self-evaluation is very effective and leads to an ambitious action plan with clear priorities for improvement. Staff engage well with parents and carers. Policies and procedures are implemented consistently to promote equality among all the children and give all the best start possible.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Most parents and carers who responded to the inspectors’ questionnaire expressed highly positive views of the school. They greatly value its welcoming atmosphere. Almost all report that their children enjoy school. They judge that the school is well led and managed and that teaching is good. They consider their children are well looked after and taught how to be safe. Some parents and carers wrote highly-supportive comments on the questionnaire. Inspectors endorse these positive opinions and consider they are a reflection of the good partnerships the school has with parents and carers, for instance through the Parents’ Forum. A few parents and carers expressed concern about communication with them over the selection of pupils to be in the mixed-aged classes and whether their children would make sufficient progress. Inspectors explored this and find that in recent years the performance of pupils in the mixed-aged classes when compared to those in the discrete year group classes has not been significantly different. Senior staff have agreed to keep communication with parents and carers under review in this aspect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount 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 **103** completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	50	49	48	2	2	1	1
The school keeps my child safe	64	62	38	37	1	1	0	0
The school informs me about my child's progress	42	41	56	54	4	4	0	0
My child is making enough progress at this school	40	39	47	46	10	10	1	1
The teaching is good at this school	44	43	52	50	2	2	0	0
The school helps me to support my child's learning	44	43	54	52	3	3	0	0
The school helps my child to have a healthy lifestyle	50	49	47	46	3	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)	48	47	48	47	2	2	0	0
The school meets my child's particular needs	42	41	49	48	9	9	1	1
The school deals effectively with unacceptable behaviour	29	28	57	55	9	9	2	2
The school takes account of my suggestions and concerns	35	34	58	56	7	7	1	1
The school is led and managed effectively	53	51	47	46	1	1	0	0
Overall, I am happy with my child's experience at this school	60	58	40	39	2	2	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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 up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



Wednesday 14 September 2011

Dear Pupils,

Inspection of Mount Primary School, Wirral, CH45 5HU

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. Your behaviour is good and this means you learn well. You told us how you are made to feel welcome in school and people are very friendly. You told us bullying is very rare and if it happens, the staff deal with it promptly. Your awareness of how to keep safe is good. You take on responsibilities extremely well and we were very impressed with the links you have and the work you have done in the local community. You know a very great deal about how to be fit and healthy. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach the standards expected in English and mathematics. This is because the teaching you receive is good and you work hard. School leaders and governors do a good job. They have put together a very interesting curriculum for you to follow and you are becoming high-quality learners. The staff take excellent care of you all so that you feel safe. They make sure you are not put at risk. They have built up valuable links with your parents and carers and with the local secondary schools, and especially with other agencies.

Part of my job is to identify how the school can be even better. There are two improvements for staff to make:

- ensure you all listen well to your teachers and stay on task in lessons
- expect high standards of handwriting and presentation from you.

So you can help by doing your best. Please continue to work hard and enjoy school. I send you all my best wishes for the future.

Yours sincerely,

Frank Carruthers
Lead Inspector

This page is intentionally left blank

West Kirby Primary School

Inspection report

Unique Reference Number	105023
Local authority	Wirral
Inspection number	377162
Inspection dates	15–16 September 2011
Reporting inspector	Peter Cox

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair	Nigel Saunders
Headteacher	Kate Takashima
Date of previous school inspection	19 September 2006
School address	Anglesey Road West Kirby Wirral CH48 5EQ
Telephone number	0151 625 5561
Fax number	0151 625 3129
Email address	headteacher@westkirby-primary.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed and 10 teachers seen. Meetings were held with groups of pupils from all year groups, school councillors, members of the governing body and staff and the current school improvement advisor, formerly the School Improvement Partner. Informal discussions were held with parents and carers at the start of the day. Inspectors observed the school's work and looked at a range of documentation including governing body meeting minutes, the school's self-evaluation document, progress data and the school development plan. An analysis of 90 parent and carer questionnaire responses was made together with staff and pupil questionnaire responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The evidence to show that pupils were making sufficient progress in their learning given their starting points.
- Whether teachers' expectation of what pupils could do in lessons was high enough given the range of pupils' ability.
- How effectively the school analysed data including that used for pupil performance to raise achievement.

Information about the school

West Kirby is a slightly larger than average-sized primary school with an equal number of boys and girls although there are marked variations in these proportions across year groups. There is a below-average proportion of pupils known to be eligible for free school meals. The proportion of pupils from minority ethnic backgrounds is below that seen nationally and very few pupils speak English as an additional language. The school hosts a breakfast- and after-school club that is run and managed independently of the school and is subject to a separate inspection published on the Ofsted website. The current headteacher was appointed after the time of the last inspection.

The school has a number of awards and has achieved 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that provides well for its pupils. Pupils enjoy learning in a happy, safe and inclusive environment where attendance is above average and behaviour is good. Pupils enter the school with skills that are broadly in line with expectations. They make satisfactory progress in the Early Years Foundation Stage and good progress through Key Stages 1 and 2, leaving Year 6 with above-average attainment. The headteacher has developed a leadership team that knows the school well. Evaluations of teaching and learning are accurate and where support is needed to improve teaching quality it is highly effective. Leaders and managers set accurate priorities for further improvements, such as increasing proportion of pupils reaching the higher levels of attainment in reading and writing. Improvement since the last inspection has been secured and the school demonstrates a good capacity to sustain this further.

Good teaching provides engaging and challenging learning and successfully matches the levels of abilities of most pupils. The school is developing its pupils as independent learners with some success, yet recognises the need to embed this practice further across all classes. Teachers provide accurate feedback to pupils based on reliable assessments; consequently, pupils have a clear understanding of how to improve their work. The curriculum is increasingly responsive to pupils' interests and needs and provides a creative themed-based approach which pupils enjoy. Good transition arrangements are provided when pupils move classes and leave to begin secondary education.

The governing body meets its statutory responsibilities and has an accurate view of the school's strengths and weaknesses. It is aware of the need to hold the school to account with more rigour and challenge. The promotion of community cohesion is satisfactory but opportunities for pupils to develop a wider understanding of the multicultural nature of Great Britain and overseas are limited. Parents and carers echo their children's feelings of the school being a warm and welcoming place. The school reports formally to parents and carers on their children's progress once a year but some parents expressed a desire for this feedback to be more frequent in order to help them support their children's learning more fully.

What does the school need to do to improve further?

- Further improve the quality of teaching and learning including that in the Early Years Foundation Stage, so that a higher proportion is at least good or outstanding by:
 - providing pupils with more opportunities to learn independently
 - ensuring that all pupils are provided with appropriate challenge in every lesson to enable them to achieve their best
 - ensuring that the pace of learning is quick enough in all lessons.

- Enhance the effectiveness of the governing body by:
 - ensuring that they hold the school to account for its performance more robustly, including the effectiveness of safeguarding procedures
 - providing additional reporting points to parents and carers throughout the year.

- Provide more opportunities for pupils to understand living in a multicultural society both at home and abroad better by:
 - engaging with communities within Great Britain and overseas whose cultures differ from their own.

Outcomes for individuals and groups of pupils

2

Pupils have good attitudes to learning and are very keen to succeed. In lessons, they concentrate well and answer questions enthusiastically. Consequently, they make good progress and achieve well. Year 6 pupils were seen to be making particularly good progress in English lessons where they wrote expertly about their feelings after reading a story. Work in pupils' books and the school's own monitoring data confirm the good progress that all groups of pupils are making. Pupils with special educational needs and/or disabilities make the same good progress, because they receive well-targeted support from teachers and teaching assistants.

Results in tests show that attainment at the end of Key Stage 2 has been above average in both mathematics and English for the last three years. This represents good progress. The proportion of pupils securing the higher levels in mathematics this year was in excess of predictions. By comparison, the performance in English at the higher Level 5 was not as good. However, overall, pupils progressed better than expected, exceeding the school's challenging targets.

Pupils develop well in a safe and nurturing environment. They speak enthusiastically about their learning and get along well with each other in lessons and outside with one commenting that, 'we are all friends together, including the teachers'. Pupils look forward to coming to school and contribute willingly to the school community, taking on responsibilities such as being playground monitors with eagerness. Pupils possess good literacy and numeracy skills and are well prepared for their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is good with none that is less than satisfactory. Teachers provide bright and well-equipped classrooms and use their assistants to good effect which contributes well to pupils' learning. Good relationships exist between adults and pupils and all are included in the learning activities. Lessons are well-structured and generally meet the needs of all the different levels of ability. The school is beginning to develop pupils as independent learners and there are some opportunities for pupils to explore their own learning. In a few lessons, work is less challenging and the pace of learning, although never less than satisfactory, is slower. Pupils work is assessed accurately and helpful comments are provided to aid improvement.

The curriculum uses a topic-based approach and is increasingly responsive to pupils' needs and interests. There is a wide range of enrichment opportunities with a high proportion of pupils involved in clubs before and after school. Pupils speak well of visits, clubs they attend and interesting visitors to the school. Appropriate adjustments are made to secure full access for pupils with special educational needs and/or disabilities.

Pupils and their parents and carers appreciate the good care, support and guidance provided. Pupils are known as individuals and are given good personal advice and support to help them achieve the best they can. Good links with a range of external agencies ensure that pupils, particularly those whose circumstances make them vulnerable, receive timely specialist support when this is needed. Transition arrangements are good and help pupils move smoothly from one stage of their education to the next.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2

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

The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher demonstrates great vision, determination and resolve to continue to improve the school. This is shared by the recently re-shaped leadership team that is having a positive impact on driving improvements. Evaluations of the quality of teaching and learning are accurate and effective work is undertaken when support is needed to improve its quality. Pupils' progress is tracked well and staff have good access to further professional development. The good way in which the school is led and managed ensures that pupils make good progress.

Pupils and adults within the school community are highly valued and all feel they have an equal opportunity to contribute and succeed. Members of the governing body know the school well and are fully supportive of it including involvement in the very active parent-teacher association. The governing body is aware of the need to sharpen its responsibility in holding the school to account and of the need to develop more frequent formal reporting procedures to parents and carers about their children's progress. Safeguarding arrangements meet requirements and appropriate policies and procedures are in place. Evaluations by the governing body of the effectiveness of safeguarding training have yet to be made. The school promotes community cohesion satisfactorily. Links with the local community are good; pupils have fewer opportunities to develop an accurate understanding of those from different communities overseas and within Great Britain.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Outcomes for children have been variable over recent years and the school has identified appropriate priorities for improvement. These are being acted upon but the impact of these has not yet been seen. Whilst children make overall satisfactory progress in their learning and are happy and settled, the focus on accelerating children's progress is less well developed. Children behave well and engage in a

range of activities with confidence and are responsive despite some only just having arrived in school. Children form positive relationships with each other and adults. Teaching is overall satisfactory with some that is good, providing a range of both teacher-led and child-initiated activities. Welfare and safeguarding procedures meet requirements. There is satisfactory provision for physical development both inside and out supporting children’s personal and social development. Children are challenged appropriately, based on accurate assessments and good behaviour management.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
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

Of those parents and carers who returned questionnaires, the overwhelming majority are happy with the education the school provides. They are very appreciative of the good leadership of the headteacher. A few parents and carers considered their child was not making enough progress. Inspectors consider pupils to be making good progress overall. A few parents and carers would appreciate more regular reporting of their child’s progress in order to help their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Kirby 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 282 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	58	35	39	3	3	0	0
The school keeps my child safe	61	68	29	32	0	0	0	0
The school informs me about my child's progress	34	38	46	51	5	6	4	4
My child is making enough progress at this school	25	28	48	53	15	17	1	1
The teaching is good at this school	41	46	40	44	6	7	0	0
The school helps me to support my child's learning	32	36	43	48	11	12	1	1
The school helps my child to have a healthy lifestyle	48	53	34	38	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)	37	41	33	37	8	9	5	6
The school meets my child's particular needs	37	41	39	43	12	13	0	0
The school deals effectively with unacceptable behaviour	31	34	46	51	4	4	1	1
The school takes account of my suggestions and concerns	28	31	45	50	12	13	2	2
The school is led and managed effectively	53	59	27	30	5	6	2	2
Overall, I am happy with my child's experience at this school	54	60	27	30	8	9	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



19 September 2011

Dear Pupils

Inspection of West Kirby Primary School, Wirral, CH48 5EQ

Thank you for the warm welcome you gave us when we inspected your school recently. A particular thank-you goes to those who were keen to talk with us and told us so enthusiastically about all the things you enjoyed doing at school. This is what we have said about your school in our report.

- Yours is a good school, where you are given good care, guidance and support to help you to succeed.
- Your achievement is good because you learn well and get above-average results in tests and examinations.
- You behave well, attend school regularly and have a good understanding of how to stay fit and healthy.
- The way your school is led and managed, the subjects you study, and the quality of teaching are all good.

We have asked those responsible to improve your school further by:

- making your lessons even better by giving you more opportunities to work on your own and by making sure you always work at a brisk pace, and that the work you do is always challenging
- involving the governors more in getting them to ask your teachers and headteacher more challenging questions on what they must do to improve further and checking on things that are done to see if improvements can be made
- giving you more opportunities to find out about communities within Great Britain and overseas which are different from your own.

You can help your school to improve by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours sincerely,

Peter Cox
Lead Inspector

This page is intentionally left blank

Gayton Primary School

Inspection report

Unique Reference Number	105034
Local authority	Wirral
Inspection number	377165
Inspection dates	2–3 November 2011
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Kathryn Youngson
Headteacher	Mark Whitehill
Date of previous school inspection	29 November 2006
School address	Gayton Road Heswall Wirral CH60 8PZ
Telephone number	0151 342 3772
Fax number	0151 342 8124
Email address	schooloffice@gayton.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 10 lessons taught by seven teachers. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at a range of documentation, including pupils' progress and attainment data, the school's planning documents, policies, procedures and records, and documentation relating to safeguarding pupils. They reviewed information provided by parents and carers in 114 completed questionnaires. They also took into account the views of pupils and staff expressed in the questionnaires they returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's capacity to sustain and build on the high achievement seen in assessment outcomes for pupils over the past five years.
- The effectiveness of leaders' actions to ensure that teaching is consistently good or better across the school.
- The impact of curriculum developments that have taken place in the school since the previous inspection on pupils' enjoyment and interest in learning and on their development of a broad range of skills across the areas of learning.

Information about the school

The school is slightly smaller than most other primary schools. The proportion of pupils known to be eligible for free school meals is well below average. The proportion with special educational needs and/or disabilities is below average. Most pupils are from White British backgrounds, with a very small proportion from minority ethnic backgrounds.

Since the school's previous inspection, there have been several staffing changes, mainly resulting from retirements, and a new deputy headteacher was appointed in January 2009. The school building has been refurbished and extended to provide a new reception area and offices, a new classroom, additional resource areas and an enlarged classroom in the Early Years Foundation Stage.

Since its previous inspection the school has achieved Healthy School status and has become an Investor in People. It has also gained the Active Mark, the School Travel Plan award and the Basic Skills Quality Mark.

Pre-school provision and a before- and after-school care club are provided on site by an independent company. These are subject to separate inspection by Ofsted and reports are 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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Very effective leadership has ensured continuous and ongoing improvements, enabling the school to sustain and build on its history of high achievement and, in most respects, pupils' outstanding personal development.

Most children join the Reception class with the skills that are expected for their age group. From a flying start in the extremely effective Early Years Foundation Stage, pupils make outstanding progress through the school and go on to reach high levels of attainment by the end of Year 6. This has been a consistent picture for the last five years. Very effective support provided for pupils who have special educational needs and/or disabilities enables them to make the same outstanding progress as their peers and to be fully included in all aspects of school life.

The high overall quality of provision, including excellent teaching, is a key contributory factor to pupils' outstanding achievement and their exceptionally good spiritual, moral, social and cultural development. The school is aware that more needs to be done to ensure that its creative curriculum, particularly work on topics and themes, consistently supports the development of pupils' skills in other subjects as effectively as it currently does in English and mathematics. Pastoral care is excellent and pupils respond extremely well to this, with older children taking on many responsibilities around the school, including acting as buddies to younger ones. The latter initiative is exceptionally well promoted and significantly enhances the school's supportive family ethos. Pupils show an excellent understanding of issues around personal safety and healthy living. High attendance and excellent punctuality testify to the school's effective partnership with parents and carers.

The headteacher provides clearly focused strategic leadership. Supported by an effective deputy headteacher, he has created a very strong team ethos, with a clear focus on continuous school improvement. Recent restructuring of staff teams has further strengthened leadership and management and has helped to ensure that very effective middle leaders contribute strongly to taking the school forward. Leaders are not complacent. Areas for development and improvement are clearly and correctly identified and the school takes decisive actions to address them. For example, the previous inspection identified the need to raise the attainment of more-able pupils in writing and this has been addressed rigorously and successfully; the overall standard of pupils' written work is now very good and the proportion of pupils who achieved the higher level in writing at the end of Key Stage 2 in 2011 was

significantly above the national average. Extremely accurate self-evaluation is based on systematic monitoring and rigorous assessment, with a clear analysis of need and outcomes. All of these factors, together with the many skills and talents of staff and leaders, including a very knowledgeable and effective governing body, combine to demonstrate that the school has outstanding capacity to continue to improve.

What does the school need to do to improve further?

- Reinforce and enhance the effectiveness of the school’s creative curriculum by ensuring that topic work gives pupils sufficient opportunities to develop a wide range of skills for all subjects.

Outcomes for individuals and groups of pupils

1

Pupils’ attitudes to school are extremely positive. Pupils of all abilities, including those with special educational needs and/or disabilities, are responsive learners, interested and absorbed in lessons. They enjoy working with a partner or in a group; this is helping them to develop their thinking and to offer their ideas with confidence. Their concentration and study skills are developing very well; they listen carefully and see tasks through to completion and they are increasingly able to evaluate the quality of their own work with accuracy. Across the school, attainment in reading, writing and mathematics is high; it was significantly above the national average at the end of both Key Stages 1 and 2 in 2011. High attainment and excellent progress were seen in lessons, in the school’s assessment data and in pupils’ current work. Pupils’ overall achievement is excellent and this is matched by their interest and enjoyment in learning.

Pupils form very good relationships with each other and with the adults in school and they say they are confident help is on hand if they encounter any problems. Pupils, parents and carers strongly agree that school is a place of safety. Pupils participate enthusiastically in the range of activities provided to support their health, fitness and well-being. They enjoy taking responsibility, for example as influential school councillors. They are enthusiastic fundraisers for charities at home and abroad. All of this, together with their excellent basic skills, contributes extremely well to preparing them for the next stages in their education. Pupils show an excellent understanding of the sound moral values the school promotes and this is reflected in their good behaviour and considerate attitudes.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1

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

Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Excellent teaching is contributing very strongly to pupils' learning and progress and to their personal development. Lessons are planned very well to take the range of learners' needs into account and the pace of learning is brisk; this is helping pupils to progress speedily. Imaginative teaching strategies are often used to very good effect, bringing learning alive for pupils. This was the case, for example, in a lesson on report writing in Key Stage 2, where pupils, acting in role as journalists reporting a third-world flood disaster, interviewed a property developer who was trying to purchase the affected land. High-quality work was produced, with pupils and staff totally absorbed in exploring complex issues together. Regular and very effective assessment means that class teachers have a clear overview of progress and this helps them identify pupils who may be underachieving and those who require extra support. Interventions are timely and effective. Well-trained and skilled teaching assistants work in professional partnership with class teachers and contribute extremely well to all pupils' learning and progress.

The curriculum enables pupils to establish very good skills in reading, writing, mathematics and information and communication technology and meets their learning needs in these areas extremely well. Much work has been done in recent times to bring subjects together, in order to deliver the curriculum through topics and themes that are interesting, relevant and engaging for pupils. The school is aware that the curriculum should consistently support the development of a balance of skills such as those required for geography and history. Recent evaluations have shown some inconsistencies in this respect, and work is under way to review curriculum planning in order to rectify this. The curriculum is well enriched by opportunities for pupils to develop skills in sports, the arts and two modern foreign languages. A range of visitors and visits, including several residential trips, contributes very effectively to promoting pupils' academic, personal, social, health and citizenship education. Excellent teaching with well chosen support strategies for pupils with special educational needs and/or disabilities ensure they enjoy full access to learning and are included in everything on offer.

Pastoral care is excellent and the school works sensitively to support pupils and their families whose circumstances make them most vulnerable. This is helping to break down barriers to learning and progress that pupils occasionally encounter. Attendance and punctuality are promoted extremely effectively. Effective links with local high schools benefit pupils at transition to secondary education. Transition arrangements between classes within the school are extremely well managed and very supportive for pupils. The school works in close partnership with the on-site pre-school provision and this supports children's smooth induction to the Reception class

very effectively. The school collaborates extremely well with a wide range of agencies that support pupils' health, welfare, social and learning needs.

These are the grades for the quality of provision

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

How effective are leadership and management?

Staff and governors wholeheartedly share the headteacher's firm commitment to continuous improvement and his ambition to achieve the best possible outcomes for pupils. Team leaders and subject leaders contribute very effectively to ensuring the quality of provision and to helping drive forward improvement initiatives. The school plans appropriate actions for ensuring that pupils' high attainment and their excellent learning and progress rates are sustained. The information gained from regular and rigorous reviews of pupils' progress is used very well to plan 'next steps' in learning. The supportive, actively involved and exceptionally well-informed governing body challenges and holds the school to account very effectively.

Parents and carers appreciate all that is done to support their children's welfare. Pupils benefit from the effective partnership between home and school, which is supported by good communications, including regular newsletters, workshops, meetings and questionnaires. The school complies fully with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through an ongoing review of their effectiveness. Its inclusive ethos supports excellent promotion of equal opportunities and access to educational entitlement. Discrimination in any form is not tolerated. The school contributes well to community cohesion through a good range of partnerships in the community and some developing international links. Partnerships with other schools, including a nearby special school, are particularly beneficial in helping to support pupils' personal and academic development. Partnerships with sports providers are very strong and contribute extremely well to the development of pupils' physical skills and to their health and fitness.

These are the grades for the leadership and management

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

The effectiveness with which the school deploys resources to achieve value for money	1
---	----------

Early Years Foundation Stage

Children make excellent progress and develop very positive attitudes, becoming happy, interested learners. As a result, by the end of the Reception Year, most children are working above the expected levels for their age. All of the children, including the more-able, make excellent progress in relation to their starting points, because ongoing assessment is accurate and activities are very well matched to their individual learning needs. The quality of teaching is excellent and children are provided with an appropriate balance between activities they choose for themselves and those led by adults. This supports the development of independent learning skills very well. Assessment is informed by evidence gathered through observations of the children in their activities and staff use this information extremely well to help them plan the next steps in the children’s learning.

The setting is very effective in identifying and supporting children with additional learning needs. 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 establish very positive relationships with parents and carers. Excellent communications keep them well informed about their children’s learning and progress and excellent advice and guidance is provided on how to extend and support learning at home. The setting is led and managed extremely well and very effective team-work contributes strongly to positive outcomes for the children. 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

Overall effectiveness of the Early Years Foundation stage	1
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 in the Early Years Foundation Stage	1

Views of parents and carers

The response rate to the inspection questionnaire was higher than that usually found in primary schools. The vast majority of those who responded to the questionnaire said they agree or strongly agree that they are happy with their children’s experience at the school. Parents and carers who met with a member of the inspection team commented on how eager their children are to come to school each day and on their confidence in the staff team. They remarked on the very good home-school communications, saying how they appreciate the fact that the school consults them regularly through questionnaires and meetings. Their comments indicated that parents and carers place a high value on the

school's caring ethos and that they feel they are very well informed about their children's progress and attainment. In the questionnaire responses, a small number of parents and carers expressed some disagreement over the latter point. Inspection findings endorse the views of the vast majority of respondents. A few of the parents and carers who responded to the questionnaire raised issues about behaviour management. Inspectors observed behaviour in classrooms and around the school, had discussions with staff and pupils and scrutinised behavioural records. Their findings are in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gayton 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 114 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	80	70	32	28	2	2	0	0
The school keeps my child safe	71	62	40	35	2	2	1	1
The school informs me about my child's progress	55	48	54	47	5	4	0	0
My child is making enough progress at this school	53	46	52	46	8	7	1	1
The teaching is good at this school	59	52	52	46	1	1	0	0
The school helps me to support my child's learning	56	49	49	43	8	7	0	0
The school helps my child to have a healthy lifestyle	60	53	53	46	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	52	44	39	4	4	0	0
The school meets my child's particular needs	50	44	56	49	6	5	0	0
The school deals effectively with unacceptable behaviour	46	40	44	39	16	14	4	4
The school takes account of my suggestions and concerns	47	41	52	46	8	7	3	3
The school is led and managed effectively	66	58	36	32	8	7	0	0
Overall, I am happy with my child's experience at this school	66	58	44	39	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



4 November 2011

Dear Pupils

Inspection of Gayton Primary School, Wirral, CH60 8PZ

Thank you for the warm welcome you gave the inspectors 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. We enjoyed our visit very much and it was lovely to meet you all.

We found that Gayton Primary is an outstanding school and that it is a very happy place for you to learn and grow together. Your education gets off to an excellent start in the Reception class and you successfully maintain the positive attitudes to learning that you establish there as you move up through the school. You are well behaved and polite young people. Your attendance is high. You work hard in your lessons, enjoy your work very much and get on well with each other and with the grown-ups in school. They look after you extremely well. They work very hard, too, to make sure that you are taught extremely well. Because of all this, you are making excellent progress in your learning and standards are very high at Gayton.

This is something we have asked the school's leaders to do, because we think it will help to make your school even better.

- Make sure that you have plenty of opportunities to develop skills across a wide range of subjects in your topic work.

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

Diane Auton
Lead inspector

Fender Primary School

Inspection report

Unique Reference Number	105039
Local authority	Wirral
Inspection number	377168
Inspection dates	12–13 September 2011
Reporting inspector	Shirley Herring

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	G Curry
Headteacher	Louise Seargeant
Date of previous school inspection	07 September 2011
School address	New Hey Road Woodchurch Wirral CH49 8HB
Telephone number	0151 6770425
Fax number	0151 6770426
Email address	schooloffice@fender.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 10 teachers in 16 lessons and held meetings with groups of pupils, representatives of the governing body, staff and a representative of the local authority. They spoke to parents and carers informally in the playground. They observed the school's work, and looked at pupils' books, all documentation regarding the safeguarding of pupils, assessments and tracking of pupils' progress, the analysis of progress of different groups of pupils, the school development plan and reports from the School Improvement Partner. They scrutinised 77 questionnaires completed by parents and carers as well as those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the progress of boys is helping to close the gap with that of girls.
- The extent to which the curriculum is helping to improve writing.
- The extent to which assessment information is used to challenge the more-able pupils.
- The extent to which pupils' behaviour supports learning.
- The effectiveness of managers in identifying and addressing areas of weakness to improve attainment and progress.
- The effectiveness of strategies to improve attendance.

Information about the school

Most of the pupils in this smaller than average-sized primary school are from a White British background. Almost two thirds of pupils are known to be eligible for free school meals, which is well above average. More than half of the pupils have special educational needs and/or disabilities. There are two Education Inclusion Bases, one for each Key Stage, admitting pupils from all areas of the Wirral. The headteacher has been in post for a year. The temporary post of assistant headteacher was made permanent at the start of this term.

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 care, guidance and support it provides, the provision for pupils with special educational needs and/or disabilities and the effective partnerships with parents, carers and others. The quality of provision in the two education inclusion bases is good and there is a number of outstanding features. For example, the curriculum provided for these pupils is very well-matched to their individual needs as well as to engage and sustain interest. Good provision for children in the Early Years Foundation Stage helps them to make a good start in school.

Pupils make satisfactory progress from a low starting point. Attainment has been low for several years. However, school assessment data, confirmed by inspection evidence, confirms that for pupils just entering Year 6, there has been a significant improvement in the proportion of pupils working at the level expected for their age. Similarly, the attainment of pupils in other year groups and in particular Year 4, is improving rapidly and is now much closer to being average. The attainment of girls has been better than that for boys for some time. However, strategies to raise boys' attainment are helping to narrow the gap quickly. Pupils with special educational needs and/or disabilities make good progress because of the good level of support they receive. More-able pupils have achieved less well because they spend too much time in many lessons on work that is not challenging enough. Teachers mark books regularly but there is not a consistent approach to indicate to pupils precisely what they need to do to improve their work.

Over the past year, concerted actions by all staff have been successful in improving behaviour and this has made a significant impact on the learning environment which in turn is bringing about a rapid improvement in attainment. Senior staff welcome the opportunities provided by the new headteacher to be involved more closely in monitoring the work of the school. New assessment systems are helping subject leaders to track pupils' progress in English and mathematics. However, subject leaders are not involved sufficiently in helping teachers to identify and address the needs of individual pupils who are not making enough progress.

Although attendance remains low, there are clear signs of improvement. The school has introduced many strategies to improve attendance, and these have been successful in reducing the number of persistent offenders.

The school's self-evaluation is accurate in most respects and provides a good platform for taking the school forward. Actions to improve behaviour, attainment and reduce persistent absence have been successful and the more creative curriculum is providing a greater variety of opportunities for improving pupils' writing. The school demonstrates a satisfactory capacity to improve.

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

What does the school need to do to improve further?

- Increase the number of pupils in Year 6 who attain Level 4 and Level 5 in English and mathematics by July 2012 by:
 - providing greater challenge for more-able pupils across the school
 - introducing a consistent approach to marking so that pupils are aware of what they need to do to improve their work
 - developing the role of subject leaders in helping teachers to identify and address any underachievement at an early stage.

- Explore further ways to work with families to improve attendance.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy school because they like meeting friends and joining in all the school activities. Their achievement is satisfactory. Learning is most effective when lessons are sufficiently practical to help pupils to understand new ideas. This was seen in a mathematics lesson in Year 2 when pupils used cubes and towers to gain an understanding of tens and units. Learning is less effective when pupils spend too long listening as a class before getting on with more independent tasks. The very large majority of pupils behave well and this makes a good contribution to their learning. Pupils make satisfactory progress although attainment at the end of Year 6 had been low for several years. However, there has been rapid improvement for pupils currently in Year 6 and other year groups, with a much greater proportion working at the nationally-expected levels. The high proportion of pupils with special educational needs and/or disabilities makes good progress and achieve well because of the good level of support they receive. Pupils in the inclusion bases make good progress because of consistently good and sometimes outstanding teaching which is very well suited to their needs.

Pupils say they feel safe because there are always adults around to listen and to help, 'immediately!' Pupils are developing an understanding of what constitutes a healthy diet and many pupils join in the many sporting activities provided by the school. They make a good contribution to the community through their responsibilities in school and by activities in the local community. Although attendance is low, the tireless effort of the school to work with pupils and their families is significantly reducing the number of pupils who are persistently absent. The high proportion of pupils with special educational needs and/or disabilities

develops good attitudes to learning. Pupils are able to work co-operatively with each other which contributes to their satisfactory preparation for the future. Spiritual, moral, social and cultural development is good. Pupils have a clear understanding of right and wrong and are gaining a good understanding of different faiths and cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, although several examples of good teaching were observed during the inspection. Teachers apply the school's clear behaviour strategies consistently so pupils behave well. Teaching is most effective when pupils are actively engaged and they respond well to clear time limits to keep them on task. This was seen in a mathematics lesson in Year 4 when pupils were eager to beat the clock to solve problems. In some lessons however, the pace is too slow to sustain pupils' interest. There is insufficient challenge for more-able pupils who have to complete relatively simple tasks before being given work more suited to their needs. The skills of learning assistants are well-deployed and they make a good contribution to the learning of those pupils who need extra help. Teachers mark pupils' work regularly but do not always give sufficient guidance to help pupils to improve.

The curriculum is good. Over the last term the school has introduced a more creative curriculum, which is having a positive impact on the quality of writing. There is a strong emphasis on personal, social and health education, and this makes a good contribution to pupils' personal development. An extensive range of effective strategies support the high proportion of pupils with special educational needs and/or disabilities. The curriculum in the inclusion bases is outstanding and is tailor-made to suit the needs of individuals. There is a good range of activities after school to enhance learning.

The school provides a warm and welcoming environment where pupils feel safe. Parents, carers and pupils agree that the school provides exceptional support and

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

guidance for the high proportion of pupils with special educational needs and/or disabilities to help them to achieve well. There are good links with other professionals to access specialist support, where needed. Procedures for welcoming children to school and for smoothing the transition to the high school are good. Extensive efforts by the school to reach out to parents and carers are helping to reduce the number of pupils who are persistently absent.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has extended the role of senior leaders in the management of the school and there is a shared ambition of leaders and staff to move the school forward. Subject leaders monitor provision in their subjects and identify areas for improvement. The headteacher is using information from new tracking systems to address underachievement with some success. However, the involvement of subject leaders in this process is at an early stage. Strategies to raise achievement of boys are helping to close the gap with that of girls by the end of Key Stage 2. The sharp focus on improving behaviour over the past year has resulted in a dramatic reduction in the number of exclusions and behaviour is now good.

The governing body is fully supportive of the headteacher's drive to improve behaviour and raise attainment. Governors are well aware of their responsibilities for safeguarding pupils and staff. The school has good policies, strategies and procedures to ensure the safeguarding and welfare of pupils, and staff are suitably trained.

Parents and carers are overwhelmingly positive about the school and all it provides. They say that the headteacher and staff are very approachable should they have a problem and attendance at parents' events is good. They have been very supportive of the school's priority in improving behaviour.

The school has good links with a wide range of partners to support its work, including the adjacent Children's Centre and the high school. The school accesses a wide range of advice and expertise through the local authority to improve teaching and learning. The progress of different groups of pupils is monitored closely to help to ensure good equality of opportunity opportunities for all. Inclusion is good and pupils from the resource bases join the mainstream classes when this suits their needs. The high proportion of pupils with special educational needs and/or disabilities make good progress and the achievement gap between boys and girls is closing rapidly.

The school is a cohesive community where staff and pupils treat each other with courtesy and respect. There are good links with the local community, though the school has identified the need to extend links further afield.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children enter the school with a range of skills that overall are low in comparison to what is typical for their age, particularly language and social skills. They make good progress but nevertheless attainment is below what is usual for their age by the time they enter Year 1. There is good interaction between adults and children throughout all activities to help children to develop their speaking skills. Children respond well to the consistent rules and routines which help them to learn. In only their first week they moved quickly to sit on the carpet when asked and enjoyed saying their name as they passed the puppet round the circle. Through the year they learn the importance of hygiene as the Life Caravan visits school. There are good partnerships with parents and carers to support children's learning, for example parents and children share book time in school together and parents enjoy noting things that children have achieved at home to put on the 'Wow Wall'. There are good procedures for assessing children's progress. Children with special educational needs and/or disabilities are identified at an early stage and receive good support to help them to achieve well. However, few exceed the levels which are typical for their age.

The Early Years Foundation Stage is led and managed well. Unavoidable changes in staffing over the past year have been managed effectively. Policies and procedures for safeguarding pupils are in place and staff are suitably trained.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Over a third of parents returned the Ofsted questionnaire, which is about average. Parents and carers are overwhelmingly positive about the school. Inspection evidence supports their view that the school keeps their children safe and deals effectively with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fender 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	60	30	39	1	1	0	0
The school keeps my child safe	50	65	25	32	0	0	0	0
The school informs me about my child's progress	41	53	31	40	4	5	0	0
My child is making enough progress at this school	41	53	30	39	3	4	0	0
The teaching is good at this school	46	60	30	39	0	0	0	0
The school helps me to support my child's learning	43	56	33	43	1	1	0	0
The school helps my child to have a healthy lifestyle	39	51	36	47	2	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)	39	51	33	43	0	0	0	0
The school meets my child's particular needs	41	53	30	39	4	5	0	0
The school deals effectively with unacceptable behaviour	36	47	36	47	1	1	2	3
The school takes account of my suggestions and concerns	33	43	37	48	2	3	0	0
The school is led and managed effectively	42	55	30	39	1	1	0	0
Overall, I am happy with my child's experience at this school	43	56	34	44	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



14 September 2011

Dear Pupils

Inspection of Fender Primary School, Wirral, CH49 8HB

Thank you for making us so welcome when we visited your school. You are polite, friendly and well-behaved. Well done!

We think your school is satisfactory, which means there are many good things about the school and some things which could be improved. We agree with you and your parents and carers that the school takes good care of you all and there is always an adult around to give you extra help when you need it. You told us how much you enjoy school, particularly meeting friends and joining in all the sporting activities. I spent a lovely time in the Reception class. The new children really liked playing in the outdoor area and seemed to be settling in very quickly. The children in the bases get through a lot of activities during the day and 'LOT' time seemed very exciting.

We have suggested two ways for improving your school.

- Increase the proportion of pupils in Year 6 who reach the higher levels in English and mathematics at the end of the year.
- Explore further ways to work with families to improve attendance.

You can help by coming to school every day and by continuing to behave so well.

I hope the older pupils enjoyed their residential trip and that you all have a successful year in school.

Yours sincerely

Shirley Herring
Lead Inspector

St Peter's Catholic Primary School

Inspection report

Unique Reference Number	105069
Local authority	Wirral
Inspection number	377173
Inspection dates	21–22 September 2011
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	John Hovington
Headteacher	Peter Sherry
Date of previous school inspection	18 June 2009
School address	St Peter's Way Birkenhead Prenton Merseyside CH43 9QR
Telephone number	0151 6778438
Fax number	0151 6778438
Email address	headteacher@stpeters-noctorum.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 11 lessons, observing eight teachers and eight classes. They also held meetings with members of the governing body, 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, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 35 parents and carers, 78 pupils and 27 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How challenging teaching is and whether independent learning is being sufficiently promoted.
- What the school is doing to promote better attendance.
- How well leaders and managers monitor the school's performance.

Information about the school

Most pupils in this smaller than average-sized primary school are of White British heritage, with a small number of British Indian pupils. Almost none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, and the number of pupils with a statement of special educational needs is average. The number of pupils known to be eligible for free school meals is well above average. The school has a number of awards, including Healthy School status and the Basic Skills Quality Mark.

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 very large majority of parents and carers who returned the inspection questionnaire are highly supportive of most aspects of its work.

The good levels of personal development made by pupils have been sustained since the last inspection, as has their attainment, and there is now good leadership of school improvement. Children have a good start in the Early Years Foundation Stage because of good teaching, leadership, curriculum and care. Pupils in Key Stages 1 and 2, including those with special educational needs and/or disabilities, and those who are potentially vulnerable due to their circumstances make good progress. A recent dip in attainment has been recovered, although some pupils' writing abilities remain below average. The overall trend in pupils' attainment when they leave Year 6 is broadly average, but higher grades are not yet being gained in national tests in English and mathematics.

Teaching is good overall, with some that is outstanding. Weaknesses remain, however, in providing opportunities to develop pupils' speaking and listening skills. The curriculum is good, especially in its promotion of pupils' personal development and health, particularly through the many sporting opportunities taken up by a good number of pupils. Care, guidance and support are satisfactory. There is good pastoral care but not enough attention given to improving pupils' attendance and some aspects of quality assurance have only recently been put into action. Behaviour is good, as is pupils' spiritual, moral, social and cultural understanding, reflecting the strong Catholic ethos of the school. As a result, pupils are well prepared for the next stage in their learning.

The senior leaders and managers set clear direction and have a good understanding of the school's strengths and weaknesses. Self-evaluation is accurate, but some subject leaders' involvement in monitoring their areas is underdeveloped and some aspects of their planning for improvement lack a sharpness of focus. The governing body is taking an increasing role in supporting and challenging the school. The school is a warm, harmonious and welcoming place in which the large majority of pupils say they enjoy their learning. Actions to overcome weaknesses in the school's provision have been concerted and effective and, as such, its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Further improve attainment and achievement by ensuring that:
 - pupils' speaking and listening skills are more developed so that they learn more effectively from each other and from adults in lessons
 - develop pupils' writing skills so that they can communicate their learning more effectively
 - ensure that all pupils' attendance is at least good, so that their learning is not disrupted by absence from school.
- Improve leadership and management across the school by:
 - developing the role of the subject leaders in monitoring and evaluating the quality of teaching and learning in their areas and improving the quality of their development planning
 - ensuring that all risk assessments are fully in place and monitored effectively.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with low basic skills compared with those typical for their age, especially in personal development and language skills. Inspection evidence and the school's assessment information show that a very large majority of pupils make good progress from their starting points. Learning is good in most lessons because of the generally good teaching that captures pupils' interests and makes them keen to learn. As a result, most pupils acquire new knowledge, develop their understanding and learn new skills well. Most pupils are eager to produce their best work and are enthusiastic about their learning. Their achievement is good.

A dip in attainment last year has been largely recovered and relative weaknesses in boys' performance are being reduced. Pupils' writing skills remain below average in some classes, however, reflecting the often wide range of ability across different year groups. Most groups of pupils, including British Indian pupils and those with special educational needs and/or disabilities make at least good progress. Some of the potentially most vulnerable pupils make accelerated progress, helped by the extensive range of specialist intervention programmes operated by the school.. Pupils' attainment on leaving in Year 6 is broadly average although the higher levels are not being reached in English and mathematics.

Most pupils say they feel safe in school and have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's awards in this area. Behaviour is good and often excellent in the very best lessons. Attendance has been an area for concern since the last inspection, but recent action by the school has begun to improve this, particularly in regard to previously high levels of persistent absence. The progress pupils make in developing their key skills in literacy and numeracy is good, often from low starting points, and pupils' knowledge and use of information and communication technology (ICT), for example, in running their own radio station in school, is good. Pupils are also actively involved in an increasing number of enterprise activities. Pupils make a good contribution to the daily running

of the school as trained Reading Buddies, playground leaders and in helping with the school garden. Pupils are also well involved in the local community, especially through the very close links with the parish church. The strong Catholic ethos of the school helps promote high levels of spiritual development. Pupils' spiritual, moral, social and cultural understanding is held back by weaknesses in pupils' awareness of the diversity of the wider world, however, and lack of contact with cultures other than their own. As a result, this aspect is good overall, rather than outstanding. Overall, pupils are well prepared by the school for moving on to the next stage in their education

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is a small amount of outstanding teaching. In the best lessons, teachers demonstrate good subject knowledge and use this and a good variety of teaching approaches to make learning interesting and relevant. Good assessment and tracking systems give teachers a clear picture of the progress of pupils. This information is used well in lessons to target support from teaching assistants and other specialist teachers and establish additional support groups to meet pupils' needs. Individual pupils' learning targets are effective in most cases in raising pupils' aspirations and focusing their learning. The school has responded well to the concern in the last inspection report about the need to improve pupils' opportunities to learn independently. Strategies have been put in place and pupils are increasingly able to work on their own or in small groups, helped by high quality resources. Speaking and listening skills are sometimes not given enough attention, however, with the result that pupils do not learn as effectively as they could from each other or from adults.

The good curriculum is responsive to most pupils' needs. There is a clear focus upon the key areas of literacy and numeracy, and appropriate Reading Recovery and Big Write programmes are proving effective in improving pupils' basic skills. Links with other subjects are being developed, as well as the use of ICT. There is good

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

attention to pupils' personal development and health. Good partnership working also provides pupils with opportunities within the arts and sport that the school could not otherwise provide. There is a good range of clubs and additional activities that are enthusiastically supported by all groups of pupils. The overall design of the restructured curriculum has yet to be finalised.

The care, guidance and support provided by the school are satisfactory. Pastoral care is good and the school works especially well with outside agencies to help to ensure that the needs of pupils who are potentially vulnerable due to their circumstances are met. This is helped by a good programme of social and emotional aspects of learning within the school. Systems for managing behaviour are also good. Good transition arrangements help pupils on entry to the school and when they transfer to the next stage of their education. Past weaknesses in quality assurance practices that resulted in some risk assessments being overlooked have now been remedied.

These are the grades for the quality of provision

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

How effective are leadership and management?

The experienced headteacher has a clear vision for the school and has driven improvement forward since the last inspection with determination. He communicates this ambition well to staff, the governing body, parents and carers. The leadership and management of improvement was judged at the last inspection to be satisfactory but is now good, with challenging targets being met by most pupils.

Restructuring of some aspects of subject leadership has been undertaken, but the direct involvement of some subject leaders in monitoring the quality of provision within their areas and the quality of their improvement planning, remains underdeveloped. Nevertheless, the school has a good understanding through its self-evaluation of its strengths and weaknesses and good plans in place for future improvement. The promotion of equal opportunity is good and discrimination is extremely rare. When it is encountered it is dealt with well. The majority of safeguarding practices are good, but this area is satisfactory overall. Some practices identified during the inspection, that needed tightening, have now been attended to by the school.

Engagement with parents and carers is good, and they value the family support and training sessions that the school provides, especially for reading and parenting. The governing body has become increasingly involved in the day-to-day life of the school, and supports and challenges it satisfactorily. Community cohesion is good at school and local levels but the school recognises that its links with the wider world are still being developed and thus this area is satisfactory overall.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome in the Reception class. Children settle happily into the stimulating environment that caters well for their needs. They make good progress through the Early Years Foundation Stage because of the strong focus on their basic skills and personal development. Children who are potentially vulnerable and those with special educational needs and/or disabilities also make good progress.

Teachers communicate regularly with parents and carers and are well aware of children's interests. Teachers assess children's progress well and use this information to inform the next steps in their learning and to construct interesting learning journals for each child. Teaching is good and planning of high quality, with a good balance of activities that children choose for themselves and ones that are adult directed. The outdoor learning area has been improved recently but needs further development to allow all areas of learning to be accessed. Children's behaviour is good and staff work together well to ensure that children have a good understanding of expectations and routines. Leadership and management are good, but some aspects of planning need a sharper focus. Staff training is up-to-date.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was much lower than that normally seen. Those who returned the inspection questionnaire are very happy with most aspects of the school's work. They consider it provides a safe and caring environment for their children and that it is well led and managed. A few feel that the school does not deal with unacceptable behaviour effectively. Inspectors looked carefully at the school's practice in this area and found that it was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter'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 35 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	66	12	34	0	0	0	0
The school keeps my child safe	26	74	8	23	1	3	0	0
The school informs me about my child's progress	20	57	14	40	1	3	0	0
My child is making enough progress at this school	21	60	13	37	1	3	0	0
The teaching is good at this school	25	71	10	29	0	0	0	0
The school helps me to support my child's learning	22	63	12	34	1	3	0	0
The school helps my child to have a healthy lifestyle	20	57	14	40	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)	23	66	10	29	0	0	0	0
The school meets my child's particular needs	23	66	12	34	0	0	0	0
The school deals effectively with unacceptable behaviour	20	57	12	34	3	9	0	0
The school takes account of my suggestions and concerns	23	66	11	31	0	0	0	0
The school is led and managed effectively	21	60	13	37	1	3	0	0
Overall, I am happy with my child's experience at this school	24	69	10	29	1	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

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



23 September 2011

Dear Pupils

Inspection of St Peter's Catholic Primary School, Prenton, CH43 9QR

Thank you for the warm welcome you gave the inspectors when we visited your school recently. You were very friendly and polite, and enthusiastic about what you do.

St Peter's is a good school. You make good progress through the school as a result of the good teaching and the subjects that you cover in lessons. Those of you who find learning difficult also make good progress because of the high quality additional support you receive. Your behaviour is good and you are well involved in the daily life of the school and local community. You say you feel safe and highly valued in school and you have a good understanding of what it means to lead a healthy lifestyle, helped by the many sporting opportunities provided through the school's good links with other schools. Your spiritual, moral, social and cultural understanding is good.

We have asked the school to consider the following points that will help it improve further.

- Improve some aspects of your learning, such as your speaking and listening skills and your writing skills.
- Improve attendance to at least good, so that your learning is not disrupted by absence.

You can help by telling your teachers how best you learn and if your work is too hard or too easy. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke
Lead Inspector

This page is intentionally left blank

Riverside Primary School

Inspection report

Unique Reference Number	104996
Local authority	Wirral
Inspection number	377156
Inspection dates	4–5 October 2011
Reporting inspector	Kevin Johnson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	M Allen
Headteacher	G Lahive
Date of previous school inspection	19 May 2009
School address	Brighton Street Wallasey CH44 6QW
Telephone number	0151 6399787
Fax number	0151 6398517
Email address	schooloffice@riverside.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The team observed 19 lessons involving 11 teachers. Meetings were held with groups of parents and carers, pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at national assessment data and the school's own assessments, samples of pupils' work, school policies, including the school's self-evaluation and minutes of the governing body meetings. Also taken into account were 19 questionnaires returned from parents and carers as well as those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas

- Has pupils' attainment continued to rise since the last inspection.
- Are teachers' expectations high enough and do they challenge more-able pupils sufficiently?
- Does the school have realistic targets and strategies in place to improve pupils' attendance.
- Is monitoring and evaluation by leaders sufficiently embedded to promote continuing improvement.

Information about the school

Most pupils in this average-sized primary school are of White British heritage. A large majority are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well above the national average. There is a specially funded unit within the school for up to eight pupils who have specific learning needs. A significant number of pupils join or leave the school at times other than the normal times.

The school has achieved the Activemark and Healthy Schools status and has gained a Family Works 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

The school has moved forward since its previous inspection and has brought about improvements in key areas of its work. Strong leadership from within the school and equally committed support from the governing body have moved Riverside from a satisfactory to a good school.

Pupils enjoy school and achieve well. Their personal qualities, overall, are good and they have outstanding awareness of how to keep themselves and others safe. Good care, guidance and support ensure that they behave well, contribute willingly to the everyday life of the school. Pupils' spiritual, moral, social and cultural development is good.

Attainment in English and mathematics at the end of Year 6 shows steady improvement. Although attainment is average, when results are taken over the past three years, the signs are that it has improved in the most recent national tests. Pupils in Key Stages 1 and 2 make good progress, including those who attend the specially funded unit. This is because the school has developed effective and sustainable strategies to track pupils' progress and intervene quickly when support is needed or targets need to be amended. These measures, in turn, mean that teaching and learning in both key stages is good and, at times, outstanding.

Children enter nursery at generally well below expected stages of development for their age. They are given a satisfactory start and make steady progress in some areas of learning. Although a small number are more advanced, many are still below expected levels in communication, language and literacy skills, mathematical and some aspects of their personal social and emotional development when they enter Year 1. School leaders are aware of the need to boost progress for children in Nursery and Reception classes. Although some action has been taken, it is relatively recent and has not shown a clear impact at this stage.

Leaders have monitored the school's progress in improving the quality of teaching rigorously over recent years and have a clear and accurate view of its successes and areas for improvement. Improved systems for assessing pupils progress have helped to secure stronger teaching and raise expectations of staff and pupils in Key Stages 1 and 2. Attainment has risen and pupils thrive on the challenges and richness of their learning, which the improved curriculum offers. The school has amply demonstrated good capacity for further improvement.

What does the school need to do to improve further?

- Improve provision and progress for children in the Early Years Foundation Stage by:
 - planning more opportunities for children in reception to learn independently through exploration and play both indoors and in the outdoor area
 - making sure that next steps in children's learning are based securely on observations and evaluation of their individual progress
 - providing more opportunities for children in the Nursery and Reception classes to share activities, learn and develop skills together.

Outcomes for individuals and groups of pupils

2

Pupils learn well in lessons because they are attentive and well behaved. They enjoy their lessons, particularly when, for instance, the teacher becomes a 'witch' to set the scene for writing. They rise to the interesting challenges provided. Pupils work well with one another in groups to share their knowledge and skills effectively. This benefits pupils with varying abilities and increases confidence and independence. A clear colour-coded marking scheme informs pupils about their progress and shows precisely what they need to do to improve their next piece of work. Pupils take pride in their work and most of it is presented neatly. Their achievement is good.

Current attainment in Year 6 is average in English and mathematics and improving. There has been steady improvement over time, particularly in the numbers of pupils who attain above the expected level for their age. Challenge for more-able pupils has also increased recently at Key stage 1. There too, pupils' attainment has risen in reading, writing and mathematics and more pupils reach the higher levels in these subjects. Pupils with special educational needs and/or disabilities make good progress as a result of good use of assessment and individual learning plans, which pin-point exactly what pupils need to achieve in order to progress. Support within lessons and in small groups is good and well matched to abilities. The school can show clear examples of good, and sometimes, rapid progress made by pupils who join the school, for example, mid-way through a key stage. Their needs are quickly assessed and effective support helps them to settle in and progress well. Pupils who attend the specially funded unit thrive under the exceptional care and teaching they receive. Expectations are high. At the time of the inspection, two pupils were being re-integrated into mainstream classes because of the excellent progress they had made.

Pupils say that they feel very safe in school. They are confident that there is always an adult on hand when needed. Playground relationships are harmonious and pupils strongly oppose bullying and racist behaviour. Pupils fully understand potential danger spots outside school. Maintaining a sensible diet and plenty of exercise are high on the pupils' agenda. Some use the 'walking bus', or cycle to school and the good attendance at sports clubs after school helps to justify their Activemark. The school council ensures that all have a say in school matters. Other duties undertaken, such as being part of the recycling time, or being a play leader or a lunchtime helper all help the school to run more smoothly. Given their good personal

qualities, improved skills in literacy, numeracy and information and communication technology, and broadly average and improving attendance, pupils are well prepared with the skills they will need to secure their economic well-being.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good teaching overall, accounts for pupils' good progress in Key Stages 1 and 2. Teachers plan their lessons very well and ensure that pupils, whatever their ability, have suitably challenging work. Effective use of resources, including the use of laptops and electronic white-boards successfully brings lessons to life. There is good pace to learning. Pupils are engaged well because in most lessons teachers successfully motivate pupils to support one another in small groups. Teachers' subject knowledge is generally strong. This helps them to ask probing questions when assessing pupils' understanding. It was especially noticeable in two mathematics lessons, where excellent questioning quickly increased pupils' understanding of the properties of shapes. Teaching assistants are a valued part of the teaching team and contribute well to pupils' learning and progress through their skilled and sensitive support. Occasionally, the effectiveness of the partnership between the teacher and teaching assistant is outstanding, for example, in one lesson where pupils made excellent progress when learning the sounds that different groups of letters make. Teachers use assessment well to set the right targets and maintain high expectations. Marking is consistently good across all subjects. Occasionally the time for pupils' independent learning in lessons is shortened because the teacher's input is too long.

The engaging curriculum provides a good variety of learning opportunities and enables pupils to achieve well. There are good opportunities for pupils to develop writing skills across different subjects, and mathematics is made relevant because teachers often put learning into a 'real life' context. A very strong feature is the enrichment that pupils gain through themed topic work. A good example of this is the history study of the *Titanic*, in which pupils dressed as passengers and attempted

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

to capture the feeling of life on board. Pupils foster their personal skills and interests through a good selection of after-school activities and enjoy, particularly, residential visits, which benefit their personal and social development. Links with local schools and colleges contribute productively to learning opportunities for gifted and talented pupils, as well as some who need specific learning support.

Parents and carers unanimously endorse pupils' views that they are well cared for in school. They are happy with the information they receive about their children's progress and well-being and with the supportive arrangement for those joining the school or transferring to the next. The quality of care and support provided for pupils considered to be the potentially most vulnerable due to their circumstances is exceptional. Every effort is made to include those pupils and their families to ensure they make best possible progress. The continuous efforts of the home-school link workers are showing positive results in helping to improve attendance overall. There are good links with outside support agencies to ensure that pupils with additional needs have the help and support they need. Pupils' attitudes and good behaviour are a clear measure of the guidance they receive in school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Led by the dedicated headteacher, the senior leadership team is strongly motivated to improving the school. They have harnessed the full commitment of staff members and the support of the governing body and parents and carers. Much time has been given to analysing outcomes and putting successful strategies in place to promote good improvement. Teaching and learning are managed well. Astute appointments to the teaching staff have strengthened the team and rigorous monitoring has secured overall good teaching. Leaders have a good overview of their work and recognise the need for continued focus on provision in the Early Years Foundation Stage in order to improve the school further.

The governing body provides good support and challenge for the school and is fully committed to its future success. Its members share good quality information and question outcomes. There are systems in place for monitoring visits and link governors liaise well with staff members to help their evaluation of the school's progress. Measures in place to ensure the safeguarding and well-being of pupils are good. Policies and procedures are updated regularly. Relevant training ensures that all concerned are fully aware of their responsibilities. All risk assessments and checks are properly undertaken.

School leaders challenge all forms of discrimination strongly. With all staff, they are ambitious for every child. To that, end individual progress is monitored closely to ensure equality of opportunity. The school's good work with parents and carers and

links with other schools enhance those opportunities for pupils. Community cohesion is promoted well. The school has a high profile within the local community because of links established, with religious and arts groups. The good understanding of different cultures, and their value to society, which pupils gain through the school curriculum are boosted by what they learn through email links with children and workers in a Cambodian school.

These are the grades for the leadership and management

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

Early Years Foundation Stage

There is satisfactory provision for children in the Early Years Foundation Stage. Teachers and other adults interact with children well to further their learning. For example, when children were occupying a 'cave', which had been constructed in the outdoor area, the teacher joined in the game to stimulate their play. Teachers plan for activities led by adults and those which children choose for themselves across all of the areas for learning, but too often activities set up outdoors do not reflect what has gone on in the classroom. This results in children not working as purposefully as they might to practise skills and learn independently. There are too few occasions when children from both classes mix for activities whereby they are able develop good language and social skills and learn from one another. Provision for children's welfare is satisfactory. Essential requirements are met and adults are watchful over children's well-being and know them well. Children clearly enjoy their time in school and chat confidently to adults. Assessments are generally accurate, but adults miss some opportunities to capture and record those precise moments when new learning takes place. This limits the possibilities for teachers to plan next the steps that individual children need to take in their learning, and to match work accordingly. Teachers welcome parents and carers and generally foster trusting relationship with them, encouraging them when possible to contribute to process of their children's learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
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

A very small minority of parents and carers returned completed questionnaires. The vast majority of those were entirely positive. Some praised the school for its teaching and leadership and for the way children made progress. The very few concerns raised were discussed with school leaders while ensuring that parents and carers anonymity was fully protected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riverside 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 **19** completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	2	11	1	5	0	0
The school keeps my child safe	16	84	2	11	0	0	0	0
The school informs me about my child's progress	16	84	2	11	0	0	1	5
My child is making enough progress at this school	15	79	3	16	1	5	0	0
The teaching is good at this school	15	79	4	21	0	0	0	0
The school helps me to support my child's learning	14	74	4	21	1	5	0	0
The school helps my child to have a healthy lifestyle	12	63	7	37	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)	11	58	5	26	2	11	0	0
The school meets my child's particular needs	16	84	3	16	0	0	0	0
The school deals effectively with unacceptable behaviour	10	53	9	47	0	0	0	0
The school takes account of my suggestions and concerns	12	63	6	32	1	5	0	0
The school is led and managed effectively	14	74	4	21	0	0	0	0
Overall, I am happy with my child's experience at this school	18	95	0	0	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



6 October 2011

Dear Pupils

Inspection of Riverside Primary School, Wallasey, CH44 6QW

Thank you for the warm welcome you gave us when we came to inspect your school recently. Talking to you was very pleasant not just because of your politeness and good manners, but also because you told us a great deal about your school. We agree with you there are some exciting things going on and can see why you enjoy school so much. Not everyone can boast that their teacher is a 'witch' and get away with it!

We also found out a few good things for ourselves. The standards you reach in English and mathematics have improved well. You make good progress because your teachers make lessons fun. There is some exciting topic work and your art work is impressive. The grown-ups in school take good care of you and you behave well and take good care of one another. All-in-all, Riverside is a good school which has improved well since it was last inspected.

Nevertheless, it could still be better. To make that happen we have asked your school leaders to improve some things in the Nursery and Reception classes to help children get off to a better start. We have asked that nursery and reception children join in activities together so they can learn more from each other. Also, that children from the Reception class have much more time for outdoor play where they can continue their indoor work independently and learn new skills. Finally, we have asked that the activities which are planned always match exactly the skills which children need to learn next.

Yours sincerely,

Kevin Johnson
Lead Inspector

Manor Primary School

Inspection report

Unique Reference Number	105041
Local Authority	Wirral
Inspection number	362696
Inspection dates	7–8 April 2011
Reporting inspector	Eileen Mulgrew HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Mrs Alison Mountney
Headteacher	Mr Nigel Greathead
Date of previous school inspection	3 June 2009
School address	Beechwood Drive Greenfields, Beechwood Prenton, Merseyside CH43 7ZU
Telephone number	0151 6773152
Fax number	0151 6789369
Email address	headteacher@manor.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI). HMI observed seven lessons led by six teachers and conducted a 'learning walk'. Meetings were held with groups of pupils, a group of governors, senior leaders and managers, and a local authority officer. HMI observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress, and the school's improvement plans.

HMI reviewed most aspects of the school's work. She looked in detail at a number of key areas.

- She looked at the level of attainment and rates of progress in English and mathematics for all pupils.
- She looked at the quality of academic guidance and whether it ensures pupils know how to improve their work.
- She looked at the quality of teaching and learning to enable pupils to build on prior learning and make good progress.
- She looked at the effectiveness of governors and subject leaders in evaluating the school's provision and taking steps to raise pupils' achievement.

Information about the school

Manor Primary is a smaller-than-average school. Most pupils are White British. The proportion of pupils known to be eligible for a free school meal is much higher than the average. A few pupils are looked after by the local authority. The proportion of pupils with special educational needs and/or disabilities is above the national average, with no pupil in receipt of a statement of special educational needs. There is a children's centre attached to the school which is managed separately and did not form part of this inspection. The school has received the Sportsmark award.

At the time of its previous full inspection in June 2009, Manor School was deemed to require special measures. This was the fifth monitoring visit to the 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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Manor Primary School provides a satisfactory quality of education for its pupils and is in a good position to move forward. It has several good features. Staff and the governing body responded well to the improvement points from the inspection in June 2009 and they have successfully improved many aspects of the school's work. The school now provides satisfactory value for money. Senior leaders, subject leaders and the governing body have significantly enhanced their understanding of information about how well pupils are learning and use it effectively to set higher expectations, evaluate the performance of the school and produce better outcomes. The relentless focus on raising the quality of teaching and learning has lifted this aspect of the school's work to a satisfactory level and eradicated all inadequate teaching. The more-stable staffing complement has enabled the school to push ahead with planned action and thus gather momentum. As a result, teachers have a good understanding and knowledge of pupils' prior learning and use assessment effectively to plan tasks suited to each pupil's needs and abilities. Lessons are interesting and engaging and some provide good opportunities for pupils to understand, throughout the lesson, how well they are doing. Consequently, pockets of pupils' good learning and progress are evident across the age range. However, good practice in checking pupils' understanding throughout the lesson and involving pupils so that they learn more independently and tackle higher challenges is not spread evenly.

Learning and progress in English and mathematics are satisfactory and accelerating for all groups of pupils across the school. This is a recent development which is linked directly to a more-stable staffing profile. As a result, the previous underachievement is being tackled and attainment is starting to rise. Achievement for pupils leaving Year 6 in the summer has been restored to a satisfactory level overall.

Leaders and managers have an accurate understanding of the school's strengths and weaknesses. A variety of good monitoring techniques and good professional developments have led to a growing confidence and effectiveness on the part of the committed staff. Morale is high. The track record of recent improvement, namely, the quality of teaching, the rate of pupils' progress, pupils' behaviour and key aspects of leadership and management, indicate good capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 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

What does the school need to do to improve further?

- Continue with recent improvements to raise achievement in English and mathematics.
- Increase the proportion of good or better teaching by:
 - - enabling teachers to observe outstanding teaching
 - - ensuring teachers check pupils' understanding throughout the lesson
 - - involve pupils in tackling challenges more independently.

Outcomes for individuals and groups of pupils

3

Pupils' behaviour is good. The pupils' positive attitudes to learning are exemplified through their interest, enjoyment and excitement when approaching activities. Practical tasks, particularly, engage pupils' curiosity and they settle quickly to try their best, for example, when pupils from Year 6 supported pupils from Year 1/2 in developing a presentation about their topic on the computer. Activities like this allow pupils to set their own challenge and take responsibility for their learning.

Children enter Year 1 with below average attainment. Progress is accelerating, especially in writing, throughout the school as pupils understand what is expected of them and respond to well-matched guidance to improve their work. Pupils know their targets and value the pink and green marking; 'I know where I am up to and how to get better' was a comment echoed by many pupils. Attainment is strongest in reading as pupils have hooked on to the benefits of regular reading activities. Pupils are becoming more competent in tackling mathematical problems and attainment may be set to rise on the 2010 results. However, although skills in writing are advancing well and pupils appreciate the increased chances to write in all subjects, standards are rising more slowly. There are no significant differences in the achievement of any group of pupils. The progress of pupils with special educational needs and/or disabilities is satisfactory and improving just as well as their peers' because of the more effective and purposeful support they receive.

Pupils have trust in all adults and are confident of help whenever they are troubled. They feel well cared for and comment on the improved safety measures, for example, the recently installed fence and the fact that there is a teacher on the playground when they arrive in the morning. Healthy lifestyles are promoted well. Pupils appreciate the opportunities to cycle to school, understand the benefits of eating nutritious food and taking regular exercise. A few pupils admit that they do not always follow a healthy lifestyle, although they know they should. Pupils know right from wrong and work and play together harmoniously. They recognise that steps to ensure good behaviour are fair and ensure any disagreements are sorted out quickly. They comment that the school is a much better place where they can get on with their learning, have fun and enjoy all their subjects.

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

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

How effective is the provision?

Although teaching and learning is satisfactory overall, there are particular strengths in Year 2 and in Year 6. The changes in staffing have slowed the overall improvements in this aspect of the school's work, but the recent steadiness has resulted in a rising impetus of improvement. Nevertheless, there are several strengths, which give confidence in the potential for the quality of teaching to be higher. Highly detailed plans structure each lesson and include what pupils will learn, how they will learn it and activities which match the differing needs of the pupils. Classrooms are bright and provide good learning environments with aids and prompts to support pupils' learning. Teaching assistants have enhanced their skills and provide essential support to individuals and groups of pupils, especially in delivering intervention programmes. However, there is still opportunity for all teachers to check progress of pupils throughout the lesson and reshape learning; to set more challenge and enable more independent activities to take place.

The variety, breadth and relevance of the curriculum are developing as the new approach shapes pupils' learning. Pupils comment on the exciting activities they are studying and parents and carers say that their children talk about their school work more. For example, Year 1/2 responded enthusiastically to the final activity in their study on China, which linked all their knowledge together; pupils told HMI willingly many facts they had learned. Staff have worked successfully to plan a curriculum that meets

¹ 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

the needs of the pupils while ensuring coverage and progression of pupils' knowledge and skills. Nonetheless, the system needs time to embed and it is too early to evaluate its effectiveness in raising pupils' achievement.

Care, support and guidance of its pupils are established strengths of the school. Systems to make sure nobody falls behind in their academic and personal development have been strengthened by a new coordinator for special educational needs. Parents and carers appreciate the good arrangements for children starting at the school. Action to minimise disruption as pupils move from class to class has been made stronger and the oldest feel optimistic about the next stage of their education because of the good opportunities to use the facilities of the local secondary school. Work in partnership with families, agencies and school staff is contributing to better participation and progress by some potentially vulnerable pupils and to rising attendance levels.

These are the grades for the quality of provision

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

How effective are leadership and management?

The quality of leadership and management has improved significantly since the inspection in 2009. The effectiveness and knowledge of the governing body and subject leaders has improved, so that they are able to evaluate the quality of the school's provision accurately. The organisation of staff into subject teams to support the delivery of the curriculum and monitor pupils' progress in different subjects is working well. The appointment of a senior teacher, who takes the role of special educational needs coordinator also, has strengthened the senior leadership team; responsibility and accountability is more evenly spread rather than resting on the headteacher. Leaders and managers know the school and, through correct self-evaluation, have identified and prioritised future points for action. The school is leading its own development, drawing on collaboration with other schools.

Governance is good, with no vacant positions on the governing body. Enthusiasm and expertise of new governors harmonise with the skills and knowledge of long-standing governors. Through training activities, they have developed skills which enable them to monitor and evaluate key decisions against pupils' outcomes. The effectiveness with which the school promotes equal opportunity is good. All requirements are in place and the school tracks the progress of different groups of pupils to ensure all are making similar progress. Arrangements for safeguarding are good. The school is broadening pupils' experience of different cultures and languages through the curriculum. Though it has

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

not yet evaluated their impact, there are promising signs in pupils' understanding and attitudes.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are making good progress in this well-organised, attractive learning environment which interests all children. Good systems have been implemented to track the progress made by children and to identify future learning opportunities. Using this information, staff work very effectively as a team to plan activities which will engage and motivate all groups of children. Children enjoy learning and have fun; for example, they made bread and tasted the finished product enthusiastically. A second group joined in keenly with the story of the Little Red Hen, relishing the repetitive vocabulary. Children are very well engaged, remain on-task, sustain concentration and display good levels of behaviour. Good relationships with parents and carers develop confidence and quite rightly they trust the staff to care for their children. Children work willingly together sharing equipment and working independently in areas of learning which are well defined with resources readily available for them to use. Teacher-led activities, such as the daily well-focused session to develop children's knowledge of sounds and letters, are balanced with times for children to follow their own inquisitiveness. The leader of the Early Years Foundation Stage is relatively new to the school, but, in a short time she has identified the strengths and weaknesses of the provision, won the support of the team, taken decisive action to improve provision and has clear plans in place to develop it further.

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 Early Years Foundation Stage

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

Views of parents and carers

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



11 April 2011

Dear Pupils

Inspection of Manor Primary School, Merseyside, CH43 7ZU

Thank you very much for your friendliness and help on my visits to see how well you are learning. It has been a pleasure to talk to so many of you and hear how you feel the school has got better. You are correct when you say behaviour has got better and that you 'can all get on now'.

This was my last visit to your school because you are now receiving a satisfactory education and the school no longer needs 'special measures'. This is because, unlike at the time of the inspection in 2009, most of you are making better progress in mathematics, reading and especially writing. This is due to better teaching throughout the school. The youngest children are getting a better start to their education and I know you all encourage them to do their best and look after them. Manor still has some way to go to ensure you reach the academic standards you need to do well in your future, so I have asked your headteacher, governing body and all staff to carry on with the planned actions to raise your achievement in English and mathematics. For this to happen, you need good teaching in every class, so again, I have asked your headteacher to ensure all teaching is good or better by allowing your teachers to observe outstanding teaching and asking them to check your progress throughout the lesson, giving you challenges and opportunities to work independently.

It has been a privilege to watch how you have gained confidence in your learning and your growing enjoyment of school. I know you will help Mr Greathead and all your teachers by telling them if you feel you can work independently or want more challenge. I wish you all the very best for your future and hope you all achieve the careers you eagerly told me about.

Yours sincerely

Eileen Mulgrew

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Wallasey School

Inspection report

Unique Reference Number	105108
Local authority	Wirral
Inspection number	377179
Inspection dates	4–5 October 2011
Reporting inspector	Joan Davis HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	952
Of which number on roll in the sixth form	212
Appropriate authority	The governing body
Chair	Geoff Dunn
Headteacher	Philip Duffy
Date of previous school inspection	24 November 2008
School address	Birket Avenue Moreton Wirral CH46 1RB
Telephone number	0151 6777825
Fax number	0151 6050238
Email address	headteacher@wallasey.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Teaching and learning were observed in 42 lessons and 37 teachers were seen. Meetings were held with groups of students, staff and members of the governing body. The inspection team examined the school's self-evaluation of its work, the school development plan, students' work and data on their current performance, minutes of meetings, and policies. Inspectors also considered an analysis of 119 parents' and carers' questionnaires as well as those from students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's work in tackling underperformance overall, and particularly in mathematics.
- The effectiveness of the school's actions to improve attendance.
- The impact of the school's work in improving retention and performance in the sixth form.

Information about the school

Wallasey School is slightly larger than the average secondary school. The proportion of students known to be eligible for free school meals is well above the national average, as is the proportion of students with special educational needs and/or disabilities. The proportion of students from minority ethnic groups is below the national average, as is the proportion of students who speak English as an additional language. Wallasey School has received many awards, such as the 'Rights Respecting School' award from UNICEF.

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

Wallasey School is a satisfactory school. There has been a rising trend in performance since the previous inspection. Nevertheless, attainment remains low. Learning and progress for students with special educational needs and/or disabilities are good. However, for most groups of students, learning and progress are satisfactory though improving. Students' achievement is therefore satisfactory overall but numeracy skills for the majority of students are underdeveloped.

The school has many good, and some outstanding, features. The school provides an excellent climate for learning, with a high standard of display in classrooms and inspirational art work in evidence throughout the school. The very large majority of students say that they feel safe and procedures for safeguarding are outstanding. Students make an outstanding contribution to the school and the wider community. Their spiritual, moral, social and cultural development is good, because the school encourages every student to look beyond their immediate environment, reflect on their values and embrace diversity. Behaviour is good in lessons and movement around the school is orderly. Attendance is average and rising. Students are welcoming and courteous. They say there is very little bullying and when it occurs it is dealt with effectively. The school is a harmonious community, in which all individuals are valued.

The quality of teaching is satisfactory overall. Good practice exists, particularly in English, but opportunities are missed to share this effectively and thereby drive improvements across all departments. For the most part, teachers use information and communication technology (ICT) effectively to support students' learning.

The use of assessment to support learning is satisfactory. However, marking is inconsistent and students do not always receive clear advice on how to improve their work. Teachers do not always use to best effect the assessment information available when planning lessons and therefore activities are not always matched sufficiently to the needs and abilities of students. As a result, lessons often lack sufficient challenge to ensure that students make good or better progress.

The curriculum is good and enriched by a number of highly-effective partnerships. For example, as a result of the school's work with Creative Partnerships, students have many opportunities to enhance their appreciation of the arts and other cultures.

Leadership, management and governance are good overall. The headteacher has communicated a clear vision and ambition for school improvement which is shared by all members of the school community. Many areas of underperformance have been tackled. However, the leadership and management of teaching and learning are only satisfactory. There has been insufficient focus on improving teaching and procedures to monitor the quality of provision lack rigour, leading to inconsistency of practice. There has been substantial investment in developing leadership capacity at all levels and self-evaluation is broadly accurate. Improvements that have been implemented are starting to have an impact on outcomes for students and therefore the school's capacity for sustained improvement is good. The school provides satisfactory value for money and deploys resources effectively.

The school's contribution to community cohesion is outstanding. The annual 'culture week' enriches the lives of students, providing a wealth of memorable experiences. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good.

The overall effectiveness of the sixth form is satisfactory. Leadership and management are good. The school is increasing the range of courses available to better suit the needs of learners and outcomes for students are improving steadily. Students appreciate the care, guidance and support they receive, which is of high quality.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment further by:
 - driving improvements in the quality of teaching by disseminating existing good practice and developing more rigorous procedures for monitoring the quality of provision in order to ensure that a higher proportion of lessons are good or better
 - ensuring that all teachers use assessment information to plan lessons that better meet the needs, abilities and interests of all students, thereby accelerating their rates of progress
 - developing numeracy skills for all students across the curriculum
 - designing and implementing a whole-school marking policy, so that all students receive clear information on how to improve their work.

Outcomes for individuals and groups of pupils

3

Students enter the school with prior attainment that is below the national average. They make satisfactory progress as they move up through the school. Nevertheless, attainment for most key indicators has remained low for the three years prior to this inspection. There has been a rising trend in performance but the school recognises that its efforts to improve learning and progress in mathematics have been slow to

take effect. As a result, attainment in this subject continues to have a detrimental impact on overall outcomes for students. Data provided by the school during the inspection demonstrate that current attainment in mathematics is now improving strongly and students are on course to meet challenging targets in forthcoming examinations. The learning and progress of students with special educational needs and/or disabilities are good because the school has highly-effective systems in place to support these students. Learning and progress in lessons observed during the inspection were satisfactory overall.

Most students say that they feel very safe in the school. They trust staff and know exactly who to turn to should problems arise. Behaviour is good, allowing lessons to proceed productively. Students have a good appreciation of the need to adopt healthy lifestyles and there is a higher than average take-up of school meals. Students speak highly of the wide range of activities available. Students assume responsibilities willingly and the school acts upon suggestions for improvements from students, such as, introducing a range of salads to the menu in the canteen. Students play a substantial role in the local community by, for example, raising money for charity and acting as 'singing leaders' in local primary schools. Students have a high regard for, and commitment to, the school, which is seen locally as 'a beacon for the community'. Workplace skills are only satisfactory because attendance is average and numeracy skills remain weak for many students. Punctuality, as observed during the inspection, is good overall. Students' spiritual, moral, social and cultural development is good. Students have the opportunity to debate ethical issues in religious education and philosophy lessons, and the school encourages them to reflect and arrive at reasoned judgements. Both the performing and visual arts' departments contribute very effectively to enriching the lives of students; for example the school's production of 'Grease!' won a national competition.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹The 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?

The quality of teaching is satisfactory overall. In the better lessons, teachers plan activities to engage and intrigue students. For example, in a good music lesson, observed during the inspection, students enjoyed using bags of rice and plastic bottles to improve their understanding of musical notes and rhythm. However, too many lessons lack sufficient pace and challenge to ensure that students make better than satisfactory progress. Procedures to share good practice are limited and therefore the quality of provision remains inconsistent.

The use of assessment to support learning is satisfactory. Again, good practice exists, but opportunities are missed to share expertise and ensure that all departments adopt a consistently good approach in this respect. Marking in English is particularly effective, with clear advice to students on how to improve their work. However, this is not the case in all subjects and there is no whole-school policy to establish an agreed standard. Teachers do not always use assessment information to inform their planning and therefore activities are often not correctly pitched to suit students' needs.

The school has developed a good curriculum which is increasingly adapted to the interests and abilities of learners. There is a wide range of traditional and vocational courses. Many extra-curricular activities are available, ranging from sports clubs to theatre visits and trips abroad.

The school has highly effective arrangements in place to offer care, guidance and support to students. The school reaches out to students whose circumstances may make them vulnerable, helping them to overcome significant barriers to their education. The school has worked particularly effectively in reducing the number of students that are persistently absent and also in ensuring that these students gain qualifications. The school's efforts to improve overall attendance are now having an impact and rates of absence have reduced steadily since the previous inspection.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has inspired the school to share his vision for improved outcomes for students. Robust systems are in place to tackle underperformance and there is a growing culture of accountability. The school has developed an increasingly sharp focus on improving students' achievement, while maintaining its caring ethos. The school sets challenging targets for improvement and planning for further development is fit for purpose.

The leadership and management of teaching and learning are satisfactory, although efforts to improve the teaching of mathematics are now beginning to have an impact as attainment in this subject is rising. The school does not provide sufficient opportunities to model and share best practice in both teaching and the use of assessment to support learning. Procedures to monitor the quality of provision lack rigour and feedback to teachers on their lessons lacks consistency.

The governing body is astute, knowledgeable and supportive. Governors have become increasingly confident in holding the school to account and have worked effectively with the school in tackling areas of underperformance. Governors ensure that statutory duties are met. Procedures for safeguarding are outstanding and the effectiveness of the school’s work with external agencies is exemplary in this regard.

The effectiveness of the school’s engagement with parents and carers is good. The school has a commitment to educating all members of the school community. For example, the school runs ‘let’s get cooking’ and ‘fun with mathematics’ classes to which parents and carers are invited, along with their children.

The effectiveness of partnerships in promoting learning and well-being is good. Links with other schools and training providers have enabled improved provision and a wide range of interesting opportunities for students.

The effectiveness with which the school promotes community cohesion is outstanding. Activities to encourage students to embrace cultural diversity are imaginative and deeply-embedded in many aspects of the life of the school. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good. Racist incidents are very rare and when they do occur they are dealt with effectively.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Achievement in the sixth form is satisfactory overall as most students make the progress expected of them, given their starting points. Students taking applied and vocational subjects generally make better progress than those studying more traditional courses. There has been a rising trend in performance, demonstrating that strategies to raise attainment are beginning to have an impact on improving outcomes for students. Attendance is above average and levels of retention are now high. Almost all students go on to further or higher education, employment or training. Students make a strong contribution to the life of the school and the wider community. They demonstrate mature attitudes to learning, relate well to each other and have high aspirations.

Teaching in the sixth form is good overall. The curriculum is tailored to meet the needs and aspirations of students, with an increasingly wide range of courses on offer. There is a variety of enrichment and extra-curricular activities, which students enjoy and appreciate. Care and support for students are highly effective and systems to monitor their performance and provide appropriate guidance are improving.

The leadership and management of the sixth form are good. Leaders have a clear grasp of strengths and weaknesses. There has been a sharp focus on driving further improvement and effective development plans are in place in order to do so. As a result, actions that have been taken are now beginning to have an impact on improving outcomes for students.

These are the grades for the sixth form

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

Views of parents and carers

There was a lower than average return to the Ofsted questionnaire. Parents and carers are supportive of the school and most say that their children enjoy school and that it meets their children's needs. The very large majority feel that the school informs them well of their children's progress and that their children are making enough progress. Most parents and carers feel that the teaching is good at the school and that the school helps them to support their children's learning. A very small minority of parents and carers expressed concerns about behaviour. Inspectors observed behaviour in lessons and around the school, held discussions with staff and students and scrutinised behaviour records. They found behaviour to be good during the inspection and that the school has appropriate systems in place to manage poor behaviour should it occur.

Most parents and carers feel that the school takes account of their suggestions and concerns and prepares their children well for the future. Most parents and carers feel that the school is led and managed effectively and a very large majority are happy with their children's experience at Wallasey School.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallasey 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 1,176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	37	66	55	5	4	0	0
The school keeps my child safe	51	43	59	50	6	5	0	0
The school informs me about my child's progress	50	42	51	43	15	13	2	2
My child is making enough progress at this school	45	38	53	45	15	13	2	2
The teaching is good at this school	45	38	62	52	5	4	1	1
The school helps me to support my child's learning	50	42	50	42	16	13	1	1
The school helps my child to have a healthy lifestyle	41	34	63	53	8	7	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)	51	43	56	47	5	4	1	1
The school meets my child's particular needs	50	42	57	48	10	8	0	0
The school deals effectively with unacceptable behaviour	51	43	51	43	9	8	4	3
The school takes account of my suggestions and concerns	38	32	65	55	7	6	5	4
The school is led and managed effectively	50	42	59	50	6	5	3	3
Overall, I am happy with my child's experience at this school	55	46	54	45	5	4	2	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



6 October 2011

Dear Students

Inspection of Wallasey School, Wirral, CH46 1RB

Thank you very much for the warm welcome we received during our inspection of your school. We were impressed by your friendliness and the way you respect each other. We found that your school provides you with a satisfactory and improving quality of education. We feel that you make an outstanding contribution to your local community, raising large amounts of money for charity. You are keen to learn about other cultures and many of you take part in the wide range of activities on offer. You make satisfactory progress as you move up through the school and attainment at the end of Years 11 and 13, although low, is improving.

Teaching is satisfactory overall. We noticed that you enjoy lessons that are stimulating and challenging. Your behaviour is good and you are very polite. The school cares for you well and you know who to talk to if you have a problem.

We have identified a number of areas where we think the school should make improvements. We have asked the headteacher to make sure that good teachers assist others in improving their lessons. We have also asked him to ensure that all teachers mark your work frequently and give you clear advice on how to improve. We have also asked the school to help many of you improve your numeracy skills.

All of you can help in the further improvement of your school by attending regularly, continuing to work hard and taking advantage of the many opportunities available to you.

We wish you every success for the future.

Yours sincerely,

Joan Davis
Her Majesty's Inspector (on behalf of the inspection team)

Hilbre High School

Inspection report

Unique Reference Number	105102
Local authority	Wirral
Inspection number	377177
Inspection dates	9–10 November 2011
Reporting inspector	Joan Davis HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,052
Of which number on roll in the sixth form	134
Appropriate authority	The governing body
Chair	Janis Casey
Headteacher	Jan Levenson
Date of previous school inspection	14 January 2009
School address	Frankby Road West Kirby Wirral CH48 6EQ
Telephone number	0151 6255996
Fax number	0151 6253697
Email address	schooloffice@hilbre.wirral.sch.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Teaching and learning were observed in 30 lessons and 29 teachers were seen. The inspection team examined the school's self-evaluation of its work, students' work and data on their current performance, minutes of meetings, the school development plan and policies. Inspectors also considered an analysis of 116 parents' and carers' questionnaires as well as those from students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's actions to address underperformance in the sixth form, as identified at the previous inspection.
- The effectiveness of the school's actions to raise attainment and tackle underperformance, particularly in mathematics.
- The impact of the school's actions to narrow the gap between the performance, learning and progress of some groups of students with that of their peers.

Information about the school

Hilbre High School is of average size. The proportion of students known to be eligible for free school meals is above the national average. The proportion of students with special educational needs and/or disabilities is in line with the national average, although the proportion of students with a statement of special educational needs is twice the national average. The school has resourced provision on site for students with moderate learning difficulties and for students on the autistic spectrum. The proportion of students from minority ethnic groups is below the national average, as is the proportion of students who speak English as an additional language. There are collaborative arrangements with two local sixth forms for post-16 provision. The school has specialist status for humanities and has won many awards, including the International Award, the Cultural Diversity Quality Standard Gold Award and the Investors in People 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?

3

The school's capacity for sustained improvement

3

Main findings

Hilbre High is a satisfactory school, although many features of the school's work are good and some are outstanding. After a dip in performance in 2010, there has been improvement in some key measures and attainment is now average. Learning and progress are satisfactory overall, although students with special educational needs and/or disabilities make good progress. Students' achievement is therefore satisfactory.

The school provides a warm and caring environment in which all students are valued. The care, guidance and support they receive are good and their spiritual, moral, social and cultural development is outstanding. Procedures for safeguarding are good and all students who returned a questionnaire say that they feel safe in school. Students make a good contribution to the school and the wider community. Attendance is average and students are punctual to lessons. Behaviour is good. Students are courteous, welcoming and friendly. They say that there is very little bullying and when it occurs it is dealt with effectively.

The quality of teaching is satisfactory overall. Students work productively in lessons and relationships between students and teachers are good. For the most part, teachers use information and communication technology effectively to support learning.

The use of assessment to support learning is satisfactory and the school recognises that this is an area for development. Practice is inconsistent and teachers do not always use the wealth of assessment information available in order to plan activities in lessons that are correctly pitched to meet the needs and abilities of students. In addition, students do not always receive clear advice on how to improve their work.

The curriculum is good and improving. Partnerships contribute highly effectively to improving outcomes for students, and the effectiveness of the school's work in this regard is outstanding. The impact of the humanities' specialism on the school and the wider community has been extremely beneficial, providing a wide range of enriching opportunities that raise aspiration and improve practice both in the school and beyond. As one parent commented, 'The opportunities at Hilbre are amazing!'

Leadership and management are good overall. The headteacher is determined in her drive to secure improvements in outcomes for students. She has effectively

communicated this vision which is shared by all members of the school community. Good progress has been made in tackling some areas of underperformance, such as English and mathematics. Self-evaluation is broadly accurate. Improved procedures for encouraging a climate of accountability at all levels are developing and now need to be embedded more formally in development plans. Initiatives to secure improvements in some areas, such as teaching, have been slow to take effect and have not yet resulted in consistent practice across the school. Progress in tackling the area for improvement identified at the previous inspection has been steady. Therefore, the school's capacity for sustained improvement is satisfactory. The effectiveness with which the school deploys resources to achieve value for money is satisfactory. The school's contribution to community cohesion is outstanding, as is the effectiveness with which the school promotes equal opportunities and tackles discrimination.

The overall effectiveness of the sixth form is satisfactory. Students appreciate the good care, guidance and support they receive and speak highly of the recently established collaboration with two other local sixth forms, saying that they now have 'the best of both worlds'.

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

What does the school need to do to improve further?

- Raise attainment by:
 - improving the quality of teaching, thereby securing consistently good practice
 - ensuring that all teachers use assessment information in order to plan lessons that include activities that meet the needs and abilities of all learners
 - sharing best practice in assessment and establishing a whole-school approach so that all students receive clear advice as to how to improve their work.

Outcomes for individuals and groups of pupils

3

Students enter the school with prior attainment that is average. Performance in public examinations has been broadly in line with the national average but dipped significantly in some key indicators in 2010. Performance in mathematics has been variable in the past and in 2010, had a particularly detrimental impact on attainment overall. This has been tackled effectively and attainment in this subject is now in line with the national average. As a result, overall attainment improved in 2011 and is average overall. Learning and progress in lessons observed during the inspection were satisfactory for most groups of students. Students make good progress in English and learning and progress for students with special educational needs and/or disabilities were also good. Students' achievement is satisfactory overall.

Students feel safe in the school. They trust staff and feel they are listened to when problems arise. Behaviour is good and sometimes exemplary. For example, in a fire evacuation during the inspection, students behaved very sensibly and assembled in an orderly fashion, cooperating well with their teachers and each other. Students have a good appreciation of the need to adopt healthy lifestyles. Healthy options are available in the canteen and there is a higher than average take-up of school meals. There is a wide range of extra-curricular activities and participation rates are high. Students assume responsibilities willingly and the school listens and acts upon their concerns, for example in improving supervision in parts of the school by installing closed-circuit television (CCTV). Students' attendance is average, although the school has worked highly effectively in reducing the level of persistent absenteeism which is now below the national average. The development of workplace skills is satisfactory.

Students' spiritual, moral, social and cultural development is outstanding. There is a comprehensive programme to ensure that students benefit from a wide range of local, national and international initiatives in this respect. Students are encouraged to look beyond their immediate environment and reflect upon social issues. For example, in one outstanding Year 7 English lesson observed during the inspection, students were analysing the use of persuasive language in a speech by Martin Luther King. Students therefore had the opportunity to contemplate and discuss the negative impact of racism on society. The school's specialism contributes highly effectively by providing many opportunities for students to deepen their cultural awareness through involvement in theatre visits and dramatic productions.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is satisfactory. In the best lessons, teachers display good subject knowledge and plan activities that match the needs, abilities and interests of their students. These lessons are characterised by a brisk pace, skilful use of

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

questioning and high expectations. However, there is inconsistency of practice across the school. Sometimes, too much talk on the part of the teacher leads to a lack of opportunity for students to work collaboratively and independently. Students are often passive and sometimes appear to lack engagement in their learning.

The use of assessment to support learning is satisfactory. Good practice exists, for example in science, but this is not embedded across the curriculum and, therefore, there is inconsistency. Teachers do not always use assessment information in order to tailor the work to students' individual needs, therefore, some lessons lack sufficient challenge or, in some instances, support.

The curriculum is good and improving strongly. There is now a wide range of traditional subjects and a variety of vocational courses. The curriculum is carefully matched to the interests and abilities of students and is having an increasingly positive impact on improving outcomes. Extra-curricular provision is a strength of the school and students have the opportunity to participate in a wide range of visits both locally and further afield, for example to Madrid, South Africa and China.

The effectiveness of care, guidance and support is good. Transition arrangements are well planned and strong relationships with local primary schools ensure that students feel well supported, enabling them to settle quickly into secondary school; as one parent commented: 'Each of my children found transition from primary school very straightforward and stress-free...they are all happy here.'

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are good. There is a clear vision, communicated effectively by the headteacher, for the further development of the school. Planning for improvement is aspirational, ambitious and addresses key priorities. The school has now established systems to encourage a culture of accountability at all levels, but these are in the initial stages of development.

The leadership and management of teaching and learning are good overall and effective procedures are in place to share good practice. The school has provided extensive training and support in order to improve the quality of provision and there is some evidence that it has been successful in doing so. For example, the school has prioritised improving the quality of teaching in English and mathematics. As a result, outcomes for students in these subjects are improving.

The governing body is capable and very supportive. Governors are becoming increasingly confident in holding the school to account. They ensure that safeguarding procedures are consistently implemented and of good quality. The

effectiveness of the school’s engagement with parents and carers is good. The effectiveness of partnerships in promoting learning and well-being is outstanding. The school has productive links with a wide range of partners; for example, links with the local authority have helped to secure and sustain improvements in mathematics.

The effectiveness with which the school promotes community cohesion is outstanding. This permeates the life of the school and has contributed to the school achieving the Cultural Diversity Quality Standard Gold Award. The school’s motto is ‘Developing global citizens for the twenty first century’ and this is central to its ethos. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is also outstanding ensuring that all have equal access to an appropriate curriculum and are able to succeed. The school has made substantial progress in narrowing the gaps in performance between different groups of students. Incidents of racism are rare and are dealt with effectively.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

The sixth form is highly inclusive, welcoming students with a broad range of prior attainment. Students make satisfactory progress during their time in the sixth form, given their starting points. However, there remains some variability in performance across subjects. Retention rates have been poor but are improving rapidly, because students now have the opportunity to enrol on courses that are better matched to their interests and abilities. Students’ attendance is average overall and has improved since the introduction of more robust monitoring systems. The citizenship programme successfully enables students to develop an awareness of the importance of adopting healthy lifestyles and contributes well to their well-being. Students make a good contribution to the school and the wider community. Learning and progress, as seen in lessons observed during the inspection, are satisfactory overall.

The quality of teaching in the sixth form is satisfactory. In the best lessons, activities are intellectually challenging and clearly focused on improving performance. However, sometimes lessons are dominated by the teacher and students do not have

sufficient opportunity to learn independently. In some instances the assessment of students’ progress in lessons lacks rigour and students do not always receive clear information as to how to improve their work. The curriculum has improved substantially as a result of collaborative arrangements with two local schools. Students now have the opportunity to choose from a wide range of both traditional and vocational subjects, providing appropriate progression routes for students lower down the school. Care, guidance and support are good and students receive helpful advice so that they can make informed choices about the next stage in their lives.

Leadership and management are satisfactory. Improvements in sixth form provision have been slow to take effect and therefore outcomes for students remain satisfactory. Procedures to improve the monitoring and evaluation of provision and reduce variability in performance are now in place. However, these are at the early stages of development and therefore the impact of such initiatives is not clearly evident.

These are the grades for the sixth form

Overall effectiveness of the sixth Form	3
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	3

Views of parents and carers

There was a lower than average return to the Ofsted questionnaire. Parents and carers are very supportive of the school and most say that their children enjoy school and that it meets their children’s needs. The very large majority of parents and carers feel that the school informs them well of their child’s progress and that their child is making enough progress. Most parents and carers feel that the teaching is good at the school and that the school takes account of their suggestions and concerns. Several parents and carers speak particularly highly of the support provided for students with special educational needs and/or disabilities. Most parents and carers feel that the school prepares their children well for their future and that the school keeps their child safe.

Most parents and carers feel that the school deals effectively with unacceptable behaviour, although a very small minority expressed some concerns regarding this issue. Inspectors found behaviour to be good during the inspection and the school has appropriate systems in place to deal with poor behaviour when it occurs.

Most parents and carers expressed the opinion that the school is led and managed effectively and the very large majority are happy with their child’s experience at Hilbre High School.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hilbre High 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 1,052 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	38	63	54	6	5	3	3
The school keeps my child safe	55	47	51	44	7	6	1	1
The school informs me about my child's progress	58	50	51	44	3	3	0	0
My child is making enough progress at this school	46	40	58	50	4	3	1	1
The teaching is good at this school	45	39	59	51	4	3	2	2
The school helps me to support my child's learning	51	44	50	43	10	9	2	2
The school helps my child to have a healthy lifestyle	27	23	70	60	13	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)	41	35	56	48	5	4	2	2
The school meets my child's particular needs	49	42	56	48	4	3	1	1
The school deals effectively with unacceptable behaviour	44	38	53	46	12	10	3	3
The school takes account of my suggestions and concerns	41	35	54	47	5	4	4	3
The school is led and managed effectively	62	53	40	34	6	5	2	2
Overall, I am happy with my child's experience at this school	62	53	41	35	6	5	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



11 November 2011

Dear Students

Inspection of Hilbre High School, Wirral CH48 6EQ

We would like to thank you all for the warm welcome we received during our inspection of your school. We were impressed by your friendliness and your cooperative attitude. Your behaviour is good and you listen well to your teachers. We found that your school provides you with a satisfactory quality of education. Many of you enjoy the wide range of activities available and take an active part in the life of the school. You make a good contribution to your local community, supporting many charities to help people less fortunate than yourselves. You make satisfactory progress as you move up through the school and your attainment at the end of Year 11 and Year 13 is average overall.

Teaching is satisfactory. We found that you enjoyed lessons when you had the opportunity to work together and when the activities the teachers had planned were interesting and helped you to learn. The school cares for you well. You trust your teachers and know who to turn to if you have a problem.

We have identified a number of areas where we think your school should make improvements. We have asked the headteacher to make sure that you receive clear information on how to improve your work. We have also asked her to make sure that all teachers plan lessons as the best teachers do, that meet your individual needs and abilities, so that you can all make good or better progress. In our judgement, if the school takes these actions then this will help you to improve your examination results.

All of you can help in the further improvement of your school by attending school regularly, continuing to work hard and taking advantage of the many wonderful opportunities available to you. We wish you every success for the future.

Yours sincerely
Joan Davis
Her Majesty's Inspector

Wirral Hospitals School and Home Education Service Community Base

Inspection report

Unique Reference Number	105139
Local authority	Wirral
Inspection number	377181
Inspection dates	9–10 November 2011
Reporting inspector	Hilary Ward

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

Type of school	Special
School category	Community special
Age range of pupils	2-17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	71
Of which number on roll in the sixth form	0
Appropriate authority	The governing body
Chair	Dr Catherine Griffiths
Headteacher	Derek Kitchin
Date of previous school inspection	9 July 2009
School address	157 Park Road North Claughton Wirral CH41 0EZ
Telephone number	0151 4887680
Fax number	0151 6538342
Email address	headteacher@wirralhs.co.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 14 lessons led by 14 different teachers. Meetings were held with members of the governing body, with senior and middle leaders, a group of students, a parent and professionals from other agencies. The inspectors looked at documents relating to safeguarding, governance, school improvement planning, student progress and reviewed other aspects of the school's work. Inspectors analysed the responses on the 25 questionnaires returned by parents and carers and questionnaire responses from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the curriculum engages students to improve attendance.
- The impact of the school's work to improve the quality of teaching and assessment on the raising of standards.
- The success of the school's strategies to involve parents and carers in their child's learning.
- The effectiveness of senior leadership's development planning in improving outcomes for students' learning and well-being.

Information about the school

Wirral Hospitals School currently offers part-time education to students aged 11-16 on its main campus base. Admissions are for young people with physical and mental health problems including anxiety, associated with social and communication difficulties and autism spectrum conditions, which have prevented them from being able to succeed in mainstream school settings. Many of the students have been out of school for considerable periods of time and are often in the later years of their schooling on admission. Additionally the governing body supports the provision of teaching to pregnant schoolgirls and young mothers in an on-site facility. Childcare for their babies is provided by the local Children's Centre in an attached crèche. The school also provides outreach in the form of individual tuition for 5-16 year-olds who are in-patients at Arrowse Park Hospital and teaching to small groups of pupils and students attending a Child Adolescent Mental Health Service Health/Education Assessment Unit.

The main campus is host to Wirral's Home Education Service with whom there is close liaison. However, this is a local authority provision, not managed or funded by the governing body of the school. The proportion of students known to be eligible for free school meals is above average. All students are White British.

The school holds a large number of awards including Careers Education Information and Guidance Award, Recognition of Quality Award for Work Related Learning and Experience, Leading from the Middle, International Schools Award, Eco Schools (Bronze) Award, Extended Services Award and has Healthy Schools 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?

2

The school's capacity for sustained improvement

2

Main findings

Wirral Hospital School is a good school which cares exceptionally well for its students. It provides a happy, safe and caring environment for young people who have often experienced failed placements in previous settings or whose health has prevented them from being able to attend school regularly. As a result, many students have large gaps in their skills and knowledge. This affects their attainment, which is generally well-below national expectations. Nevertheless, as a result of the good teaching, the majority make good and sometimes outstanding progress in their learning from their starting points when they join the school. However, teachers do not always assess students' work precisely enough to ensure that all individuals are challenged to achieve as much as they can in every lesson. Behaviour in lessons and around the school is outstanding. The school constantly reviews its curriculum to match the needs and interests of the students to engage them in learning so that they want to attend school. The good curriculum is especially tailored to meet the needs of these students but its scope is restricted by the part-time nature of placements. The school is currently offering a fuller curriculum to Year 11 students whose health enables them to attend for longer periods of time.

As a result of the outstanding care, guidance and support, most students begin to develop coping skills they will need for their future lives. Partnerships with other schools and with agencies to promote the welfare of students are excellent. Students' spiritual, moral, social and cultural development is good and the school gives particular priority to aspects of their spiritual and social development to build resilience. Parents and carers are extremely appreciative of the exceptional way the school helps and supports them and their children. Despite this, many of the students continue to find a school setting challenging and attendance remains well-below the national average for secondary schools. However, as a result of the excellent strategies the school has put in place, significant improvements in attendance have been achieved over the last year.

Senior leaders and managers, including members of the governing body, have high expectations for continued improvement in outcomes for students. Their self-evaluation is rigorous and they know the strengths and areas requiring development extremely well. Consequently, the school has a good capacity to improve further.

What does the school need to do to improve further?

- Improve rates of learning by:
 - setting more specific and challenging learning outcomes for individual students in lessons
 - assessing the learning of individual students more precisely to determine their next steps.

- Continue to seek ways to increase the amount of teaching time, where appropriate, to the welfare needs of individuals, to offer a more extensive curriculum.

Outcomes for individuals and groups of pupils

2

Students' attainment on entry varies considerably depending on their previous learning experiences and age at admission, and can be very different for cohorts year-on-year. However, it is usually well-below national expectations. By Year 11, the large majority of students have made good, and some have made outstanding, progress despite the fact that students attend on a part-time basis. Poor attendance, usually for health or mental health reasons, affects the rate of progress of a small minority. Students are achieving an increased range of GCSEs and other awards and last year almost all students obtained at least one GCSE. The overwhelming majority of students go onto further education, employment or training. A few students achieve full or partial reintegration into a mainstream school. For most, attending Wirral Hospital School is an achievement in itself following periods out of school.

Students enjoy their work and have very good attitudes to learning. They develop coping strategies and their excellent behaviour in lessons ensures that everyone can learn. Teachers' concern for student welfare means they are sometimes reluctant to challenge them to do difficult work and this can result in some individuals making less progress than they are capable of at times. In some of the best lessons seen, students researched topics for themselves on the excellent information and communication technology resources available in all classrooms.

Developing students' resourcefulness, resilience and independence underpins the work of the school and generally results in good improvements in their well-being. Students feel exceptionally safe in the nurturing environment of the school. Participation in physical education lessons or eating in front of other people can be a challenge but there is a good take-up of the sporting activities on offer and students have a good knowledge of healthy eating even if they are not always able to adopt the principles for themselves. In a food technology lesson, older students were comparing quantities of fats and sugars in different popular meals. One student commented that a particular meal was a 'heart attack on a bun'. There are good opportunities for students to take on responsibility in school, including peer mentoring, bully-busters, school and eco council. Strategies such as telephone calls to parents and carers and to the students, home visits by the learning mentors and revised reward systems, have resulted in a 17% increase in attendance in the last

year. Together with the good progress students make in their learning and personal development they leave school well equipped for the next stage in their education, training or work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make lessons interesting by varying activities and by using the excellent technology and resources very well. They assess work thoroughly but learning objectives are sometimes too broad to determine an individual student's next steps precisely. Staff know students very well and this leads to lessons and exchanges that are full of warmth and good humour. Teachers and teaching assistants work together well to encourage students to undertake work independently but they often require support to remain on task.

The good curriculum has been appropriately designed to meet the special needs of these students, with an emphasis on subjects to promote their personal development, including the skills they will need for their future lives. The focus is on learning the core skills of English, mathematics, science and information and communication technology but the part-time nature of placements means that it is not possible to provide depth in all other subjects. The curriculum is designed with students to engage and interest them to want to come to school. For example, students were observed enjoying participation in mini-enterprise projects to make and sell Christmas toys and decorations. Where the school is unable to offer a subject of choice, arrangements may be made to support a student into another setting or to provide individual tuition. A range of extended school activities are provided, including a residential visit, which most students are supported to attend, and a holiday club, which helps to keep students engaged with the school during the long summer holiday.

The school is currently using some of its resources to provide additional teaching time to Year 11 students to support them towards accreditation at higher grades in

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

their examinations and to support their progress to successful transitions. Work-experience placements are organised for all students. Staff support them into a variety of settings which reflect their interests, such as an animal charity, insurance, aquarium and retail. For some students the school identifies that an internal work placement is more appropriate.

Relationships between all staff and students are exceptionally positive. The level of care is outstanding. Transitions into and out of the school are planned meticulously, usually in partnership with other agencies and with parents and carers, to try to ensure a successful experience for the young person. The school has been innovative in developing provisions such as 'Stepping Stones', an after-care service to provide on-going support to leavers to ensure the success of their next placements. Provision for 'Seedlings', the group of pregnant schoolgirls and young mothers, is excellent. It is tailored and flexible to meet their particular needs and to keep them involved in education. Similarly, tuition to pupils and students in hospital and in the Child Adolescent Mental Health Service assessment unit is focused on their individual needs at the time with an emphasis on developing basic skills or teaching subjects they may be taking for examinations.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Wirral Hospital School has made great strides forward recently under the inspirational leadership of the headteacher. With the agreement of the governing body, the headteacher and senior leadership team have introduced a number of new initiatives. These include: a pilot project that extended provision to Year 5 and 6 pupils last year; the current provision of extended teaching time for Year 11 students; and 'after-care' for leavers. The governing body is fully involved in evaluating these projects and in making bids for funding. Members of the governing body have increased their skills and are extremely effective in challenging and supporting the school in improvement planning to extend provision and raise standards.

Arrangements for safeguarding the students, whose circumstances often make them vulnerable, are excellent. The school is a leader of best practice in this field, providing advice to other settings. Equality of opportunity is promoted with great effectiveness with every student having their individual needs met extremely well. The school's partnership with parents and carers and with a huge range of partner schools and children's services are outstanding in their quality and impact on the learning and well-being of students. The school is held in the highest regard by all its partners. The school is a very harmonious and cohesive community and the school is in the process of developing international links with other schools. To date it has not fully evaluated the impact of its work in this area.

These are the grades for the leadership and management

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

Views of parents and carers

Just over a third of parents and carers returned questionnaires. They were overwhelmingly positive in their praise for the school, what it does for their children and the support it provides for them. One parent raised a concern which was explored with the school in general terms to the satisfaction of the inspectors. There were many moving testimonies to the difference the school has made in the lives of students and their families. For example a parent said that, 'after a very difficult and traumatic period this school has been our saviour' and another, 'without this school we would not have known where to turn, our daughter has come on so much in confidence, education and so many other ways'. A few parents and carers felt that their children could now cope with a more full-time education and would like to see the additional offer in Year 11 extended down to those younger students who could manage this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wirral Hospitals School and Home Education Service Community Base 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	48	11	44	0	0	2	8
The school keeps my child safe	20	80	4	16	0	0	1	4
The school informs me about my child's progress	17	68	7	28	0	0	1	4
My child is making enough progress at this school	16	64	7	28	0	0	2	8
The teaching is good at this school	21	84	3	12	0	0	1	4
The school helps me to support my child's learning	18	72	4	16	1	4	1	4
The school helps my child to have a healthy lifestyle	18	72	4	16	1	4	1	4
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)	19	76	3	12	0	0	2	8
The school meets my child's particular needs	21	84	2	8	0	0	2	8
The school deals effectively with unacceptable behaviour	18	72	6	24	0	0	1	4
The school takes account of my suggestions and concerns	19	76	4	16	0	0	2	8
The school is led and managed effectively	20	80	4	16	0	0	1	4
Overall, I am happy with my child's experience at this school	21	84	2	8	0	0	2	8

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



11 November 2011

Dear Students

**Inspection of Wirral Hospitals School and Home Education Service
Community Base, Wirral CH41 0EZ**

My colleague and I enjoyed our visit to your school this week. Thank you for welcoming us into your classrooms and for being so willing to talk to us about what you were doing and learning. We think your school is a good school and would like to tell you about some of its strengths.

- You feel happy and very safe in school.
- Your parents and carers really appreciate the efforts the school makes to meet all your needs and the support it gives to them.
- The headteacher and his team have lots of plans for how to improve your education further.
- Staff listen to your views and those of your parents and carers and other professionals to make sure you are cared for exceptionally well.

To make things even better we have asked the school's leaders and teachers to:

- be very specific about what they want each one of you to learn in lessons so that they can assess your progress better to decide what you should learn next
- try to find ways to enable those of you who can cope with more of a full-time education to attend school for longer periods of time.

We wish you well for the future.

Yours sincerely

Hilary Ward
Lead inspector

This page is intentionally left blank