



Attainment Sub-Committee

Date:	Monday, 1 September 2014
Time:	6.00 pm
Venue:	Committee Room 2 - Wallasey Town Hall

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AGENDA

1. **APPOINTMENT OF CHAIR AND VICE-CHAIR**
2. **WELCOME AND APOLOGIES**
3. **MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST**

Members are asked to consider whether they have any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on this agenda, if so, to declare them and state the nature of the interest.

4. **MINUTES (Pages 1 - 4)**

To approve the accuracy of the minutes of the meeting held on 17 March, 2014.

5. **TERMS OF REFERENCE (Pages 5 - 8)**

The Attainment Sub-Committee's Terms of reference, which had been considered and approved by the Family and Wellbeing Policy and Performance Committee on 8 July, 2014, are attached for members' consideration.

6. **TRANSFORMING EARLY YEARS**

Presentation.

7. **STANDARDS REPORT - EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2 (Pages 9 - 22)**
8. **OFSTED REPORTS (Pages 23 - 92)**

Reports for noting.
9. **WORK PROGRAMME FOR FUTURE MEETINGS**

ATTAINMENT SUB-COMMITTEE

Monday, 17 March 2014

Present:

Councillor W Clements (Chair)

Councillors M McLaughlin W Smith
P Williams
P Brightmore

Mrs N Smith

Apologies

Councillors T Norbury Mr D Cunningham
P Hayes Mrs H Shoebridge

10 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST

Councillor Wendy Clements declared a Non Pecuniary interest by virtue of her employment in an early years setting.

Mrs Nicola Smith declared a Non Pecuniary interest by virtue of her son attending St George's Primary School.

11 MINUTES

The Strategic Director Transformation and Resources submitted the minutes of the meeting held on 4 December, 2013.

Resolved – That the minutes be received.

12 OFSTED ASSESSMENT OF SCHOOLS IN WIRRAL

Sue Talbot, Strategic Service Manager, gave an overview of Ofsted inspections since November 2013 and responded to members questions.

Members received a pack of published results relating to New Brighton Primary School, Castleway Primary School, Sandbrook Primary School, Fender Primary School; Moreton Christ Church Cof E Primary School; Thingwall Primary School, St Joseph's Catholic Primary School, Birkenhead, St George's Primary School, Hoylake Holy Trinity CofE Primary School, Holy Cross Catholic Primary School and The Mosslands School. It was reported that 87% Primary Schools had received good or better outcome, 64% of Secondary Schools had received a good or better outcome and 92% special/alternative provision schools had received a good or better outcome.

Sue Talbot further outlined the current position regarding the schools that had been inspected since September 2013 up to February 28 2014 and highlighted the changes to the Ofsted procedures noting that the framework had been revised 4 times in September, common themes for downgraded schools, schools in special measures update, HMI monitoring visits and schools requiring improvement. Members were also provided with details of schools that had received an Ofsted inspection showing positive, negative or maintained outcomes since their previous inspection.

Resolved – That;

- 1) Sue Talbot be thanked for the report.
- 2) the report be noted.

13 POST - 16 STANDARDS - SUGGESTED WORK PROGRAMME

Paul Smith, 14-19 Strategy Manager, presented a report to the Sub Committee on Post - 16 Standards and responded to members questions. The report outlined Post – 16 Transition and gave details of post 16 Performance Headlines. including Headline Performance Measures, Average QCA points per pupil – A Level and equivalent provision (Schools, Academies and Birkenhead Sixth Form College), Average QCA points per entry – A Level and equivalent provision (Schools, Academies and Birkenhead Sixth Form College), 2013 Full Level 3 A- Level Grade Boundary Analysis, Non A Level Full Level 3 Curriculum Performance, Apprenticeship success rates for young people aged 16-18 and highlighted the key challenges for 2014/2015.

Resolved – That

- 1) Paul Smith be thanked for the report.
- 2) the report be noted.

14 EMPLOYABILITY, PARTICIPATION AND NEETS - SUGGESTED WORK PROGRAMME

Vivian Stafford, Strategic Service Manager, presented a report on Raising of the participation age 16-18 NEET and participation. The report outlined Headline NEET – young people aged 16 to 18 (National Indicator 117), Headline Participation – young people 16 to 18 and the 2012/13 post - 16 Learning Landscape and key NEET interventions. Information packs including a review of Wirral young people NEET September 2013 to August 2013 were also circulated to members of the Committee.

Resolved – That

- 1) Vivian Stafford be thanked for the report.

2) the report be noted.

15 'BACK TO SCHOOL' - JOINT REPORT FROM CFPS AND LGA

The Attainment Sub Committee considered 'Back to school – Ways for scrutiny to influence local education and support school leaders to improve results'. a publication produced via a collaboration between the Local Government Association (LGA) and Centre for Public Scrutiny (CfPS).

Members noted that in Blackpool the Scrutiny Committee had appointed a Review Panel to undertake scrutiny of education matters that included the consideration of school performance information and Ofsted Inspection Reports. The Review Panel met approximately six times per year and considered up to four schools at each meeting.

Resolved – That the Joint CFPS and LGA Report 'Back to School' be included in the work programme for future consideration by the Attainment Sub Committee in the next municipal year.

16 WORK PROGRAMME FOR FUTURE MEETINGS

Resolved - That detailed consideration of the Attainment Sub Committee's work programme be considered in the new municipal year.

17 DATE OF NEXT MEETING

Resolved – That with the agreement of the Party Spokespersons and subject to the new Committee cycle, the date of next meeting of the Attainment Sub Committee be arranged in the new municipal year.

18 VOTE OF THANKS

It being the last meeting of the municipal year Councillor Wendy Clements thanked everyone for their hard work and attendance at the Attainment Sub Committees.

Councillor Moira McLachlan, on behalf of the Committee, also thanked the Chair for her work on the Sub Committee.

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WIRRAL COUNCIL

Families and Wellbeing Policy and Performance Committee

8th July 2014

SUBJECT:	Attainment Sub-Committee
WARD/S AFFECTED:	ALL
REPORT OF:	Clare Fish (Strategic Director of Families & Wellbeing)

1.0 EXECUTIVE SUMMARY

- 1.1 This report enables members to approve the terms of reference and nominate the membership to the Attainment Sub-Committee for the 2014/15 municipal year.

2.0 ATTAINMENT SUB-COMMITTEE FOR THE 2014/15 MUNICIPAL YEAR

- 2.1 The Attainment Sub-Committee was established in December 2013 as a successor to the 0-19 Standards Sub-Committee. The proposed terms of reference for the Sub-Committee are attached as an appendix to this report.
- 2.2 When instigated last year, the Attainment Sub-Committee was established on a politically proportionate basis. This will mean that the membership for the 2014/15 municipal year will be Labour 4; Conservative 2; Liberal Democrat 1. The Chair and Vice Chair of the Panel will be nominated at the first meeting of the Panel. Deputies can be nominated as detailed in the terms of reference.
- 2.3 It is suggested that a work plan for the Sub-Committee will be developed at the first meeting of the Sub-Committee.

3.0 RELEVANT RISKS

- 3.1 N/A

4.0 OTHER OPTIONS CONSIDERED

- 4.1 N/A

5.0 CONSULTATION

- 5.1 N/A

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

- 6.1 N/A

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

7.1 N/A

8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

8.1 It is expected that officer support for the Attainment Sub-Committee will be met from within existing resources.

9.0 LEGAL IMPLICATIONS

9.1 N/A

10.0 EQUALITIES IMPLICATIONS

10.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?
(c) No because of another reason which is: The report is for information to Members and there are no direct equalities implications at this stage.

11.0 CARBON REDUCTION AND ENVIRONMENTAL IMPLICATIONS

11.1 N/A

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

12.1 N/A

13.0 RECOMMENDATION/S

13.1 Committee approves the terms of reference for the Attainment Sub-Committee.

13.2 Committee is requested to make the appropriate nominations for members and deputies to the Attainment Sub-Committee.

14.0 REASON/S FOR RECOMMENDATION/S

14.1 The recommendations will ensure that the previous work of the Attainment Sub-Committee can continue for the forthcoming municipal year.

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APPENDICES:

Terms of reference for the Attainment Sub-Committee

FAMILIES AND WELLBEING POLICY & PERFORMANCE COMMITTEE

ATTAINMENT SUB-COMMITTEE

OBJECTIVES

The objectives of the Attainment Sub-Committee are to support the Council and its partners in:

- raising the aspirations of young people, and in particular to raise overall attainment, especially of vulnerable groups;
- improving the outcomes for children and young people in terms of their education, training and their social and economic wellbeing;
- ensuring access to all for early years childcare and education, primary and secondary education and lifelong learning;
- ensuring that children and young people's views and voices are evidenced in and integral to all of the above objectives.

TERMS OF REFERENCE

The Attainment Sub-Committee will provide oversight, support and challenge to the activities of Wirral Council and its partners in relation to the following areas:

- Demonstrating the attainment of all young people aged 0 -19 (or 25 for those with a learning difficulty / disability);
- Driving forward the attainment of young people in vulnerable groups in order to 'narrow the gap';
- Examining the performance of all schools and colleges in the borough;
- Ensuring there is a prioritised response to schools undergoing Ofsted inspections and those in special categories;
- Improving participation levels of 16 -18 year olds in Education, Employment and Training
- Enhancing lifelong learning provision
- Monitoring Local Authority performance against its statutory duties

PROPOSED WORKING PRACTICES OF THE ATTAINMENT SUB COMMITTEE

Sub Committee meetings	
Chair	The Chair and Vice-Chair will be appointed at the first meeting of the Sub-Committee in the municipal year
Membership	The membership of the Sub-Committee will be politically proportional. (On the current political balance, this translates into 4 Labour; 2 Conservative; 1 Liberal Democrat). In addition, the 4 statutory education co-optees will be members of the Sub-Committee.
Deputies	A maximum of 8 Elected Members per political group may be nominated to sit on the Sub-Committee as Deputies. The appointment of Deputies shall take effect upon the Group Leaders of each political group notifying the Head of Legal & Member Services of their deputy nominations.
Frequency	To meet a minimum of once per school term (for example, in July, November and March) for the first year and then reviewed
Venue	At a Wirral Council venue – probably Wallasey Town Hall
Work programme	The Sub-Committee will identify a work programme for the year, to include: <ul style="list-style-type: none"> • Task & Finish Groups • Standing Items • Specific Officer reports / presentations
Reporting Requirements	The Sub-Committee will provide a summary report following each meeting to the next available Policy & Performance Committee. The Summary report will identify key issues, concerns and make any necessary recommendations.
Communication & Transparency	Meetings will be held in public with agendas being published prior to the meeting and formal minutes being produced. Therefore, support from Committee services will be required

WIRRAL COUNCIL

Attainment Sub Committee

1st September 2014

SUBJECT:	Standards Report - Early Years Foundation Stage, Key Stage 1 and Key Stage 2
WARD/S AFFECTED:	All Wards
REPORT OF:	Julia Hassall, Director of Children's Services
RESPONSIBLE PORTFOLIO HOLDER:	Cllr Tony Smith, Lead Member, Children and Families
KEY DECISION?	Report to be noted

1.0 EXECUTIVE SUMMARY

1.1 Early Years Foundation Stage

The percentage of children achieving a good level of development has increased by 16% to 63%. Free school meal pupils attainment has increased by 18.8%, so narrowing the gap.

The number of Children Looked After has increased from last year. The percentage of children attaining a good level of development has decreased from 2013. Of the children set targets to achieve a good level of development 4 out of 6 were successful.

1.2 Key Stage 1

The percentage of pupils achieving Level 2+ in speaking & listening, writing and mathematics has increased. Free school meal pupils' attainment has increased in all areas so narrowing the free school meal gap.

The percentage of Children Looked After achieving Level 2+ in speaking & listening, reading, writing and maths has increased.

1.3 Key Stage 2

The percentage of pupils achieving Level 4+ in reading, writing and mathematics has increased. Free school meal pupils' attainment has increased at a greater rate than non free school meal pupils so narrowing the gap. The percentage of Children Looked After achieving reading and writing has increased, however attainment in mathematics has decreased.

2.0 BACKGROUND AND KEY ISSUES

2.1 The data stocktake for attainment at the end of the Early Years Foundation Stage(EYFS), Key Stage 1 and Key Stage 2 takes place in August each year. The data at this time is unvalidated and as such considered to be provisional. A data sharing protocol has been agreed across the 23 North West local authorities so that comparisons can be made, strengths celebrated and collaboration where there are similar areas for development across local authorities.

2.2 Where national data for 2014 is available it has been provided in the tables to make benchmark comparisons. Where 2014 data will not be unavailable until statistical releases in November and December 2014, national data for 2013 has been used.

2.3 The Children & Young People's Plan 2013 – 16 has the following priorities:-

PRIORITY 6: To ensure that there is appropriate support and challenge to educational settings.

PRIORITY 7: To ensure children and young people across Wirral will have improved attainment levels and skills, to enable them to fulfil their aspirations.

PRIORITY 8: Effectively promote and enable participation and progression for all young people

PRIORITY 9: Improve the educational outcomes for vulnerable children and young people.

The priorities translate into two key areas:-

- Close the attainment gap between pupils in receipt of free school meals and other pupils
- Increase the attainment for children who are looked after

2.4 Early Years Foundation Stage

Children are assessed at the end of the Reception class when the majority of pupils are 5 years old. The national expectation is for children to have achieved a good level of development. In order for a child to achieve a good level of development he / she must be working at the expected level or exceeding this level in all the prime early learning goals of communication and language, physical development, & personal, social and emotional development.

2.4.1 2014 EYFS Results – An Overview

The Percentage of Children Attaining a Good Level of Development		
	2013	2014
Wirral	47%	63%
North West	50%	55%
National	52%	60%

Results show a dramatic increase from 2013. At the moment the results rank Wirral 3rd out of 23 North West local authorities with attainment being above the national average.

2.4.2 2014 EYFS Results by Constituency

	Pupils	% Good Level of Development 2013	% Good Level of Development 2014	Overall Change
Wirral	3724	47.2%	63%	+15.8%
Birkenhead	1166	39.2%	58.6%	+19.4%
Wallasey	1095	46.7%	60%	+13.3%
South Wirral	724	55.6%	70.9%	+15.3%
West Wirral	708	51.8%	66.4%	+14.5%

All constituencies show an increase from 2013. Birkenhead constituency has had the biggest increase. The attainment in all constituencies is above the North West average, with three of the constituencies either being in line with or above the national average.

2.4.3 EYFS Results Comparing Free School Meals (FSM) and Non Free School Meal Pupils

The Percentage of FSM / Non FSM Attaining a Good Level of Development				
	FSM	Non FSM	GAP	FSM Pupils NOT Achieving a Good Level of Development
2013	27.7%	52.6%	25%	574/794
2014	46.5%	67.5%	20.9%	432/806
Overall Change	+ 18.8%	+14.9%	-4.1%	

The attainment of both free school meal and non free school meal pupils has increased. The percentage of free school meal pupils has increased at a greater rate than non free school meal pupils so closing the attainment gap by 4.1%.

2.4.4 EYFS Results Comparing Attainment of Boys & Girls

	Pupils	% Good Level of Development 2013	% Good Level of Development 2014	Overall Change
Wirral	3724	47.2%	63%	+15.8%
Boys	1876	37.8%	54.5%	+16.7%
Girls	1848	56.6%	71.5%	+14.9%
Gender Gap		18.8%	17%	

The attainment of both the boys and girls has increased. As a result of Local Authority intervention and support, boys' attainment has increased at a greater rate so closing the gender gap.

2.4.5 EYFS – Black Minority Ethnic (BME) & English as an Additional Language (EAL) Attainment

	Pupils	% Good Level of Development 2013	% Good Level of Development 2014	Overall Change
The attainment of both BME and EAL children compared with the percentage of BME and EAL children				
2.4.6 Wirral	3724	47.2%	63%	+15.8%
BME (7.7%)	289	45.9%	61.6%	+15.7%
EAL (3.5%)	131	38.9%	50.4%	+11.5%

– Results for Children Looked After (CLA)

	Number of Children Looked After	Percentage CLA Attaining a Good Level of Development
2013	22	27% (6 children)
2014	25	20% (5 children)

These results are based on the Children Looked After for more than 12 months (SSDA903). Overall data shows that at the end of the assessment period there were 33 Children Looked After with 18% achieving a good level of development. Four children in this cohort have been identified as having significant special needs. The areas preventing the CLA from achieving a good level of development were communication and language, reading and writing.

2.4.7 Areas for Development

- Build on the intervention programme from the previous year to continue to raise the attainment of boys in the prime early learning goals.
- The School Improvement Team to work with the LACES team to monitor the progress of CLA across Key Stage 1 evaluating the impact of intervention and support, so providing the best possible opportunities for CLA to make accelerated progress.
- The School Improvement Team to work with schools who have the largest free school meal gap resulting in the gap continuing to close.

2.5 Key Stage 1

The current national expectation is for pupils to achieve a Level 2 in reading, writing and mathematics at the end of Key Stage 1. Teacher assessments take place at the end of Year 2 when a child is seven years old. At the moment Level 2 is subdivided in 2c, 2b and 2a, 2a being the highest attainment. From January 2015 Ofsted will be judging schools on the percentage of pupils attaining a level 2b+. Level 2b+ is a secure level 2 with the expectation that pupils achieving this sub level will achieve a level 4 at the end of Key Stage 2.

2.5.1 Key Stage 1 Level 2+ Results

	2012	2013	2014	North West	National
Sp & L	88.5%	89.3%	89.7	Data not yet available	
Reading	88.4%	88.9%	88.7%	89%	89.7%
Writing	84.2%	85.2%	85.9%	85%	86.3%
Maths	90.6%	91.3%	91.4%	91%	92.2%

Attainment in writing shows a year on year increase, and is above the North West and national average. Attainment in Mathematics shows a smaller year on year increase and is above the North West average but is lower than the national average. Reading shows a slight decrease from 2013 and is below the national and North West average.

2.5.2 Key Stage 1 Level 2+ Results by Constituency

Level 2+	Pupils	Sp & L 2013	Sp & L 2014	Reading 2013	Reading 2014	Writing 2013	Writing 2014	Maths 2013	Maths 2014
Wirral	3707	89.3%	88.5%	88.9%	88.7%	85.2%	85.9%	91.3%	91.4%
Birkenhead	1140	86.7%	86.6%	86.5%	86.5%	82.6%	82.1%	89.6%	89.1%
Wallasey	1075	85.4%	88.3%	87%	86%	81.8%	83.9%	88.8%	89.5%
South Wirral	757	93.8%	93.9%	91.7%	92.1%	88.6%	89.3%	94.5%	94.5%
West Wirral	712	94.2%	91.7%	92%	92.3%	90.3%	90.3%	93.9%	94.1%

Speaking and listening attainment has increased in Wallasey. South Wirral shows a slight increase. However there is a decline in West Wirral and Birkenhead. Attainment in reading has increased in South and West Wirral. Attainment has remained the same in Birkenhead, whereas in Wallasey there is a slight decrease. Attainment in writing has increased Wallasey and South Wirral. It has remained the same in West Wirral but has declined slightly in Birkenhead. Attainment in Maths has increased in Wallasey and West Wirral, remained the same in South Wirral but declined in Birkenhead.

2.5.3 Key Stage 1 Level 2 + Comparing Free School Meals (FSM) and Non Free School Meal Pupils

	FSM 2013	FSM 2014	Non FSM 2013	Non FSM 2014	Gap 2013	Gap 2014	FSM Nat 2013	Non FSM Nat 2013	Nat Gap 2013
Reading	76.3%	78.8%	92.7%	91.4%	-16.4%	-12.6%	78%	91%	-13
Writing	71.4%	74.5%	89.3%	88.9%	-17.9%	-14.4%	73%	88%	-15
Maths	80.9%	83%	94.3%	93.7%	-13.4%	-10.7%	84%	93%	-9

Attainment in reading, writing and mathematics has increased for free school meal pupils, so closing the gap. The gap is narrower than the national in reading and writing but wider in mathematics. Attainment of free school pupils is higher than the national in reading and writing.

2.5.4 The Number of FSM Pupils Not Achieving Age Related Expectations

Level 2+	FSM Pupils who did not achieve Age Related Expectations 2013	FSM Pupils who did not achieve Age Related Expectations 2014
Total Number	852	805
RWM	269	
Reading	202	171
Writing	244	205
Mathematics	163	137

More free school meal pupils achieved age related expectations in reading, writing and mathematics than the previous year.

2.5.5 Key Stage 1 Level 2+ Comparing Attainment of Boys & Girls

	Boys 2013	Boys 2014	Girls 2013	Girls 2014	Gender Gap 2013	Gender Gap 2014	Boys Nat 2013	Girls Nat 2013	Nat Gap 2013
Reading	85.7%	85.5%	92.1%	92%	-6.4%	-6.5%	86%	92%	-6
Writing	80%	80.7%	90.5%	91.2%	-10.5%	-10.5%	80%	90%	-10
Maths	89.4%	89.6%	93%	93.2%	-3.5%	-3.5%	90%	93%	-3

Attainment of girls remains higher than the boys in all areas. Girls' attainment has increased in writing and maths, but has declined in reading. Boys' attainment has increased in writing and mathematics but declined slightly in reading. Compared to the national average (2013 because the 2014 data was not available at the time this report was written.) attainment in writing for both boys and girls is higher than the national. Girls' attainment is higher than the national in reading and in line in mathematics. Boys' attainment is lower than the national in reading and mathematics.

2.5.6 EYFS – Black Minority Ethnic (BME) & English as an Additional Language (EAL) Attainment

	All Wirral Pupils	EAL 2013	EAL 2014		BME 2013	BME 2014	
Reading	88.7%	79.7%	87.7%	+ 8%	87.7%	90.8%	+ 3.1%
Writing	85.9%	80.5%	86.2%	+5.7%	85%	85.8%	+ 0.8%
Maths	91.4%	86.4%	93.5%	+7.1%	91%	89.7%	- 1.3%

Attainment for pupils with English as an additional language (EAL) has increased in all areas. Attainment for Black Minority Ethnic (BME) pupils has increased in reading and writing but declined in mathematics.

2.5.7 Key Stage 1 – Results for Children Looked After

	2012	2013	2014	National 2013
Sp & L	75% (15/20)	50% (10/20)	72.2% (13/18)	
Reading	80%(16/20)	60% (12/20)	66.7% (12/18)	69%
Writing	55% (11/20)	45% (9/20)	66.7% (12/18)	61%
Maths	80%(16/20)	65% (13/20)	66.7% (12/18)	71%

Attainment in reading, mathematics (1 child equates to 5.5%) and writing has increased. Attainment in reading and mathematics is below the national. If one more CLA attained L2+ results would have been above the national average in all areas.

There are currently 22 pupils in this cohort. 15 out of 22 pupils (68.2%) attained a L2+ in speaking and listening and mathematics, with 14/22 pupils (63.6%) attaining L2+ in reading and writing.

2.5.6 Areas for Development

- Raise attainment in reading so that more pupils attain L2b+, with a specific focus on free school meal boys
- Raise attainment for free school meal pupils in mathematics so more achieve a L2b+
- Raise attainment for Children Looked After so that more pupils achieve a secure Level 2 (L2b+)
- Monitor closely the impact of resources allocated to Children Looked After so that more pupils make accelerated progress by the end of Key Stage 2.

2.6 Key Stage 2

The national benchmark for pupil achievement at this present time is Level 4. Level 4 attainment is subdivided into 4c, 4b and 4a. L4a is the highest of the three sublevels. From January 2015 the age related expectation will raise to L4b+.

2.6.1 Key Stage 2 Level 4+ Results

	2012	2013	2014	North West	National
RWM	74%	76%	78.3%	79.4%	78.5%
Reading	87%	87.3%	89.6%	89.2%	88.6%
Writing (TA)	81%	84.7%	85.3%	85.2%	85.1%
Maths	84%	85.2%	85.9%	86.8%	86%

The percentage of pupils attaining Level 4+ in reading and writing and mathematics (RWM) has increased year on year for the last 3 years. However attainment is below the national and North West average. Attainment in reading and writing shows a 3 year upward trend and is above the national and North West average. Attainment in mathematics shows a 3 year upward trend but is just below the national average and is below the average for the North West.

2.6.2 Level 4+ Results by Constituency

Level 4+	Pupils	RWM 2013	RWM 2014	Reading 2013	Reading 2014	Writing 2013	Writing 2014	Maths 2013	Maths 2014
Wirral	3465	75.9	78.3	87.3	89.6	84.7	85.3	85.2	85.9
Birkenhead	1014	73.4	74.1	86.3	88.2	81.6	82.1	85.2	83.2
Wallasey	1017	71.3	78.7	84.4	88.8	82.7	86.0	81	86.3
South Wirral	760	80.1	81.4	88.8	91.7	87.9	87.2	87.4	88.0
West Wirral	651	81.4	80.2	90.9	90.5	88.1	86.5	88.8	86.6

The number of pupils attaining Level 4+ in reading and writing and mathematics has increased in 3 constituencies with West Wirral showing a decrease. Wallasey constituency shows the biggest increase in attainment in reading , writing and mathematics. Attainment in reading and mathematics has increased in Birkenhead and South Wirral but declined in West Wirral. Attainment in writing has increased in Birkenhead but dropped South and West Wirral.

2.6.3 Key Stage 2 Level 4 + Comparing Free School Meals (FSM) and Non Free School Meal Pupils

	FSM 2013	FSM 2014	Non FSM 2013	Non FSM 2014	Gap 2013	Gap 2014	FSM Nat 2013	Non FSM Nat 2013	Nat Gap 2013
RWM	59.5%	63.5%	80.4%	82.2%	-20.9%	-18.7%	64%	81%	-17
Reading	75.9%	82.6%	90.4%	91.5%	-14.5%	-8.9%	78%	89%	-11
Writing (TA)	70.3%	72.4%	88.5%	88.7%	-18.2%	-16.3%	74%	87%	-13
Maths	74%	76.4%	88.2%	88.4%	-14.2%	-12%	77%	88%	-11

Attainment of both free school meal and non free school meal pupils has increased for pupils achieving a level 4 in reading and writing and mathematics. The attainment of free school meal pupils has increased at a greater rate so the gap has narrowed in all areas but significantly in reading. In comparison to the national gap the free school meal gap is wider in RWM, writing and mathematics.

2.6.4 The Number of FSM Pupils Not Achieving Age Related Expectations

Level 4+	FSM Pupils who did not achieve Age Related Expectations 2013	FSM Pupils who did not achieve Age Related Expectations 2014
Total Number	704	724
RWM	285	264
Reading	170	126
Writing	209	200
Mathematics	183	171

The number of free school meal pupils who did not achieve L4+ has reduced in all areas, but most significantly in reading.

2.6.5 Key Stage 2 Level 4+ Comparing Attainment of Boys & Girls

	Boys 2013	Boys 2014	Girls 2013	Girls 2014	Gender Gap 2013	Gender Gap 2014	Boys Nat 2013	Girls Nat 2013	Nat Gap 2013
RWM	72.7%	76.2%	79.2%	80.4%	-6.5	-4.2	72	79	-5
Reading	85.6%	88.1%	89%	91.2%	-3.4	-3.1	83	88	-5
Writing	79.8%	80.7%	89.6%	90.1%	-9.8	-9.4	78	88	-10
Maths	85.3%	86.5%	85.1%	85.2%	0.2	1.3	85	85	0

Both boys' attainment and girls' attainment has increased in all areas. Boys' attainment in RWM, reading and mathematics has increased at a better rate than the girls' so narrowing the gender attainment gap. Compare to the national averages both boys and girls have attained higher in all subject areas. The gap in RWM, reading and writing is less than the national. However the gap has widened in Maths with boys attaining better than the girls.

2.6.7 EYFS – Black Minority Ethnic (BME) & English as an Additional Language (EAL) Attainment

EAL (113) BME (231)	All Wirral Pupils	EAL 2013	EAL 2014		BME 2013	BME 2014	
RWM	78.3%	73.9%	82.3%	+8.4%	79.8%	84%	+4.2%
Reading	87%	81.2%	88.5%	+7.3%	87%	92.2%	+5.2%
Writing	87.6%	85.5%	86.7%	+1.2%	87.6%	89.6%	+2%
Maths	90.2%	92.8%	88.5%	-4.3%	90.2%	89.6%	-0.6%

For both EAL and BME pupils attainment has increased in RWM, reading and writing. Attainment has declined in mathematics for both EAL and BME pupils. However what must be taken into consideration is the small cohorts of pupils, which change year by year. For example if an additional 4 EAL pupils and 2 BME pupils achieved a L4+ in mathematics the statistic would show a year on year increase.

2.6.8 Key Stage 2 – Results for Children Looked After

	2013	2014	National 2013 CLA
RWM	42.9% (12/28)	47.2% (17/36)	45%
Reading	64.3% (18/28)	69.4% (25/36)	63%
Writing	50% (14/28)	58.3% (21/36)	54%
Maths	71.4% (20/28)	61.1% (22/36)	60%
Reading 2LP	84.6% (22/28)	82.9% (29/36)	77%
Writing 2LP	73.1% (19/28)	94.3% (33/36)	81%
Maths 2LP	84.6% (22/28)	74.3% (26/36)	74%

The results above show the attainment of Children Looked After for reading, writing and mathematics as well as the percentage of these pupils who made the expected progress from Key Stage 1 to Key Stage 2. The national average results will not be available until December 2014, so comparisons have been made with the national averages from 2013.

The percentage of CLA attaining L4+ in reading and writing and mathematics has increased and is just above the national average. Attainment in each individual subject is above the national average.

The percentage of CLA making 2 levels progress in reading and mathematics has decreased from 2013, however progress is still above the national average. The percentage of CLA making the expected 2 levels progress in writing has significantly increased and is well above the national average.

2.6.9 Key Stage 2 Floor Targets

	2012	2013	2014
RWM Level 4+	74.3%	75.9%	78.3%
Reading 2 Levels Progress	91.3%	90.8%	91.9%
Writing 2 Levels Progress	91.2%	93.8%	93.9%
Maths 2 Levels Progress	88.2%	90.1%	90.4%

The table indicates an aggregated percentage which includes the results of all Wirral schools with a Key Stage 2 department. The percentage of pupils making expected progress in reading has increased. Progress in writing and mathematics shows a 3 year upward trend.

The table below shows the Department for Education's floor targets which are used to determine whether a school is performing well or requires intervention. Where a school is deemed to require intervention attainment or progress would fall below the following:-

	Floor Target
RWM Level 4+	60%
Reading 2 Levels Progress	95%
Writing 2 Levels Progress	95%
Maths 2 Levels Progress	92%

2.6.10 Areas for Development

- Continue to increase the number of pupils attaining Level 4+ in reading and writing and mathematics.
- Increase the number of girls attaining L4+ in mathematics.
- Continue to close the free school meal gap in writing and mathematics so that it is at least below the national average.

3.0 RELEVANT RISKS

- Schools where achievement is below or just above the floor standards will be subject to close scrutiny by representatives from the Department for Education. Low standards can trigger an Ofsted inspection which subsequently could result in a school going into an Ofsted category.

4.0 OTHER OPTIONS CONSIDERED

- Not applicable.

5.0 CONSULTATION

- Not applicable.

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

6.1 Not applicable.

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

7.1 No specific implications.

8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

8.1 Not applicable.

9.0 LEGAL IMPLICATIONS

9.1 Not applicable.

10.0 EQUALITIES IMPLICATIONS

10.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(c) No because of another reason which is

This paper is providing an update.

11.0 CARBON REDUCTION AND ENVIRONMENTAL IMPLICATIONS

11.1 Not applicable.

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

12.1 Not applicable.

13.0 RECOMMENDATION/S

13.1 For elected members to note the report.

14.0 REASON/S FOR RECOMMENDATION/S

14.1 The report is an update on the progress schools in Ofsted categories are making.

REPORT AUTHOR:

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School Improvement

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APPENDICES

BACKGROUND PAPERS/REFERENCE MATERIAL

BRIEFING NOTES HISTORY

Briefing Note	Date

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Attainment Sub Committee	4 December 2013

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Brentwood Nursery School

Brentwood Street, Wallasey, Merseyside, CH44 4BB

Inspection dates

1 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children achieve well during their time at the Nursery, making good progress in their learning from starting points which are often below, and sometimes well below those expected for their age.
- Children with disabilities or who have special educational needs are very well supported and make progress in line with that of their peers.
- Children behave well and show a strong sense of security in the welcoming, nurturing environment provided.
- Significant changes to staff since the previous inspection have been managed well to ensure that the good quality of teaching over time is sustained.
- The partnership with parents is highly positive. Parents are well informed about their children's learning.
- The high expectation and ambition of the headteacher is shared by other leaders and staff. All work as a team to implement changes.
- School leaders have made improvements to systems to track the progress each child is making. As a result, there is now more thorough information on children's progress and this has a positive impact on their achievement.
- Governors are very well informed about children's progress and are supportive of the school.

It is not yet an outstanding school because

- Staff do not always ensure that children's language and problem-solving skills are developed to the full.
- Governors' skills to ask challenging questions of school leaders are not yet fully developed.

Information about this inspection

- The inspectors observed teaching and learning during the morning and afternoon sessions.
- A range of documents was inspected including, the school's improvement plan, the school's view of its own performance, the monitoring of staff performance and those related to children's progress. Records relating to safeguarding and children's behaviour and attendance were also checked.
- The inspectors spoke with children and had discussions with the senior staff and parents. They also held meetings with three governors and a representative of the local authority.
- There were no responses to the on-line questionnaire, Parent View, to take into account. The inspectors reviewed the 16 responses to the school's most recent survey. They also took into account 10 staff questionnaire responses.

Inspection team

Elaine White, Lead inspector	Additional Inspector
Dave Blackburne	Additional Inspector

Full report

Information about this school

- Brentwood Nursery is a below average sized nursery school. Most children attend for either morning or afternoon sessions, but some attend for two and a half full days.
- There is child care provision on site managed by the headteacher and the governing body. This provision is subject to a separate inspection.
- Almost all children are of White British heritage.
- The proportion of children supported through Early Action is above average. The proportion supported at Early Action Plus or with a statement of special educational needs is above average.
- There have been significant changes in staff since the last inspection.

What does the school need to do to improve further?

- Improve teaching and children's progress by:
 - ensuring that children are more effectively encouraged to develop their speaking skills and to think more for themselves to solve problems
 - increasing the opportunities for leaders, teachers and early years practitioners to observe outstanding teaching in other schools.
- Improve leadership and management further by:
 - ensuring that governors provide more challenge and hold leaders more to account for the performance of the nursery.

Inspection judgements

The achievement of pupils

is good

- Children start in the nursery with skill levels that are generally below those expected for their age, and sometimes well below, particularly in language and personal, social and emotional development. They make good progress at school and most leave with skill levels in line with those expected for their age.
- Children with special educational needs also make good progress as their needs are identified at an early point and they are very well supported by staff to ensure that their needs are met. Those who need it benefit greatly from the school's close working with speech therapists and other professionals. Individual education plans have clear and measurable targets to help children make good progress.
- Children show good progress in developing confidence and independence as they tidy away unaided at snack time, and excitedly put on waterproof clothes and collect equipment for their outdoor mini-beast hunt.
- Progress is good in literacy, for example recognising their names and learning to hold a pencil correctly to make marks. Children show a growing ability to speak clearly and in sentences. However, in small-group activities children sometimes lack confidence to express their ideas or explain how they might solve a problem. For example, when failing to find mini-beasts children could not suggest what they might try to be more successful.
- Children show a keen interest in the broad range of reading books available to them. They learn early reading skills effectively as they take part in daily sessions to learn the sounds that letters make.
- Children count confidently to 10 and beyond in everyday activities, and benefit from activities planned to further develop their understanding of number.
- The most-able children achieve well as they take part in activities which are planned to meet their skill level, such as number activities where they are challenged to estimate and then count the number of small bells hidden in a sock.
- The well-resourced outdoor areas provide children with many opportunities to learn about their environment. Many explore the 'mud kitchen', the Forest School area, and investigate what happens when they pour water down the many different pipes and tubes in the outdoor play space.

The quality of teaching

is good

- Staff have a good understanding of the different ways young children learn and use this knowledge well to plan exciting and interesting learning opportunities for all children. As a result, children achieve well and enjoy their learning.
- Adults know the children very well and pay a high level of attention to meeting individual needs. Consequently, all children, including those who have special education needs, are very well included and make good progress. This reflects the successful promotion of equal opportunities for all.
- Questions are used well to extend pupils' learning. For example, more-able children were encouraged to think how many more objects a child with 13 had than one with 10.
- Opportunities to develop children's language skills further are not fully exploited. At times, staff are too quick to provide an answer, rather than encouraging children to think and explain how they might solve a problem themselves.
- The warm and welcoming environment enables children to feel valued and included. Children respond well to this caring and nurturing approach which raises their self-esteem. As a result, children's relationships are harmonious and children are accepting of one another.
- Day-to-day activities promote children's learning in early writing skills, number skills and understanding the sounds that letters make. As a result, children make good progress in these

areas.

- The indoor and outdoor areas are well equipped and spacious. The outside area has been developed to form an exciting outdoor classroom. Literacy is promoted well through the display of labels and chances for children to try out their early writing skills. There is a good range of resources to support learning in mathematics especially in learning through games and practical activities.
- Children's progress is closely tracked and any gaps identified at an early stage. Staff intervene quickly to remedy any areas where children may not be making the progress they should by adapting their teaching, for example, providing a broader range of practical activities to help children who were not yet able to recognise numbers to 10.

The behaviour and safety of pupils are good

- The behaviour of children is good. Children show familiarity with well-established routines which help to foster their confidence and sense of security. At snack time they calmly tidy away their plates and cups themselves.
- Children show interest and engagement in their learning. They excitedly look for mini-beasts, and concentrate well on making 'birthday' cakes in the mud kitchen.
- Children learn to share toys and resources. They take turns in a number game and share equipment in water play.
- The school's work to keep children safe and secure is good. Children's safety is a high priority and this is reflected in the security of the premises and thorough risk assessments in place. Children are helped to understand risk and know how to stay safe through learning about and following the nursery's 'Brentasaurus rules'. These include being kind and polite to others and not entering any areas of the nursery that are guarded by a picture of a crocodile.
- Children's behaviour is well managed by staff. Those who find managing their own behaviour more challenging show good improvement because of the support that staff provide.
- Records show that inappropriate behaviour is rare and there have been no incidents of bullying since the previous inspection. Children learn to treat each other with kindness and consideration.
- Interviews with parents and responses to the school's own surveys of parents' views show that parents agree that the school keeps their children safe.
- Staff work closely with parents and other agencies to avoid unnecessary absence and most children attend the nursery regularly.

The leadership and management are good

- The headteacher provides strong leadership and communicates high expectations and ambition well to other school leaders and staff. She has worked hard to ensure that, despite the significant changes to staff since the previous inspection, and her absence as headteacher for a year due to a temporary transfer to another school, the good quality of teaching and children's learning has been maintained.
- The quality of teaching is accurately checked. Areas for improvement are swiftly identified and appropriate training and support put in place. This has led to improvements in the quality of teaching so that it is consistently good. As yet teachers do not have opportunities to experience outstanding teaching so as to recognise how to improve their own practice.
- Self-evaluation is thorough and accurate. School leaders have a clear idea of the school's strengths and its areas for development. Action plans are realistic and focus on the most important things the school needs to do to improve further.
- Leaders have improved systems for keeping track of children's progress in the different subject areas. As a result, leaders have a very clear view of overall achievement as well as individual progress. This information is used effectively by staff to make sure that children do not lag behind in any area and take quick action if this is to happen.

- Leaders provided children with a broad range of interesting activities which follow children's interests and help them to make good progress. Children's learning is enhanced through regular visits into the local community, such as to a local farm, café and church.
- Close partnership with parents is very effective in helping parents to support their children's learning. Parents are well informed about their children's progress. They are positively welcomed to family learning courses, such as those relating to managing children's behaviour and developing children's reading skills. Parents' involvement is reflected in their high level of attendance at parent consultation sessions.
- Safeguarding meets requirements. Procedures and practice are well established reflecting the school's strong commitment to children's high quality care and support.
- The local authority provides light touch support for this good school. It provides effective advisory support for new staff and provided support to the school and the temporary leaders during the headteacher's one-year absence.
- **The governance of the school:**
 - Governors have a very good awareness of the strengths and weaknesses of school and aims for improvement. They are well informed about children's progress and the quality of teaching. Governors are very supportive of the headteacher, but as yet do not always ask sufficiently challenging questions to really hold leaders to account for the performance of the children. Governors fulfil safeguarding responsibilities and have a good level of training. They keep a close eye upon finance including the rewarding of teachers through pay, and they know about the performance of staff and action taken to improve the quality of teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104984
Local authority	Wirral
Inspection number	439457

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3-5
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair	Ceridwen Jones
Headteacher	Deborah Richards
Date of previous school inspection	15 June 2011
Telephone number	0151 638 1567
Fax number	0151 638 1567
Email address	schooloffice@brentwood-nursery.wirral.sch.uk

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Bidston Village CE (Controlled) Primary School

Ballantyne Drive, Bidston, Wirral, Merseyside, CH43 7XG

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They start school in the Early Years Foundation Stage with skills and knowledge well below that typical for their age, and make good progress to reach average standards by the end of Year 6.
- Teaching is good. Teachers know their pupils well, and set work which enables pupils of all abilities to make good progress from their starting points.
- Pupils' behaviour is outstanding. They have excellent manners and treat each other with great respect. They thoroughly enjoy their learning, and always try hard to produce their best work.
- The school's work to keep pupils safe is good. Pupils are confident that adults will look after them and teach them how to keep themselves safe.
- Leadership, including the work of the governors, is good. Leaders regularly check how well the school is performing, and take firm action to address weaknesses and to bring about improvements in achievement, teaching and behaviour.
- Governors make every effort to find out for themselves how well the school is doing, and use the information to hold leaders to account for school improvements.
- The curriculum is good. Pupils are provided with a range of exciting experiences which engage their interest and contribute to their love of learning. These experiences make a valuable contribution to their excellent social, moral, cultural and spiritual development.

It is not yet an outstanding school because

- Achievement is not outstanding. Pupils do not achieve as well in writing as they do in reading and mathematics. Not enough pupils reach the highest levels of attainment at either Key Stage 1 or Key Stage 2.
- Teaching is not outstanding. Marking does not consistently provide pupils with clear guidance about what they need to do to improve their work.

Information about this inspection

- Inspectors observed parts of 16 lessons taught by all teachers. Two lessons were observed jointly with members of the senior leadership team.
- Inspectors observed pupils' behaviour around the school as well as in lessons. They talked with pupils informally about their learning, as well as holding a more formal meeting with two groups of pupils from across the whole school.
- Meetings were held with senior and subject leaders, the governing body and a representative from the local authority.
- There were too few responses to the on-line parental questionnaire (Parent View) for inspectors to be able to take these into account. However, they scrutinised information collected by the school about the views of parents, as well as taking the opportunity to talk to parents as they brought their children into school.
- The inspection team examined a range of documentation, including data about pupils' achievement from internal tracking systems and analysis provided by school leaders. Inspectors also scrutinised leaders' monitoring records, including minutes of governing body meetings and information provided relating to attendance, safeguarding and behaviour.

Inspection team

Christine Birchall, Lead inspector	Additional Inspector
Sheila O'Keeffe	Additional Inspector
Henry Moreton	Additional Inspector

Full report

Information about the school

- This is a larger than average-sized primary school. The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium funding is well above average. This is the additional funding provided by the government for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has a resourced provision for pupils with moderate learning difficulties from across the local authority. There are currently 27 pupils on roll. The proportion of pupils who are supported at school action is above average. The proportions supported at school action plus or with a statement of special educational needs are also higher than the national average.
- There is a breakfast club which is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Raise pupils' attainment and progress in writing so that it is at least in line with reading and mathematics and with the national average.
- Improve the quality of teaching so that more of it is outstanding by:
 - ensuring that teachers always set challenging work so that the most able pupils reach the highest levels of attainment
 - ensuring that teachers' feedback and marking always provides pupils with clear guidance about what they should do to improve their work, and that teachers always give pupils time to correct their work in response to marking.

Inspection judgements

The achievement of pupils

is good

- From their low starting points on entry to the Early Years Foundation Stage children make good progress because of the good teaching and support which they receive. By the time they start Key Stage 1 a greater proportion of children have skills and knowledge that are closer to those expected for their age. They develop good independent skills which ensure that they have a sound basis for further progress. However, writing remains an area of relative weakness.
- By the time they reach the end of Key Stage 2 all groups of pupils achieve well. The published data for 2013 suggests that pupils reach standards which are in line with national standards except in writing. However, this does not take into account the complex needs of pupils in the resourced provision, which skews the data. When only mainstream pupils are considered, pupils reach standards which are slightly above average in reading and mathematics, and just below in writing. This indicates good progress.
- The achievement of pupils in the resourced provision is good, particularly in the development of their social and emotional skills. This is because teachers know the pupils well, and provide activities which engage them in the learning, meet their needs and build their confidence. Other pupils in the school with disabilities or special educational needs also make good progress. Teachers identify the gaps in their understanding and provide additional support, for example through a variety of reading programmes, to close those gaps.
- The achievement of pupils who are supported by the pupil premium is accelerating and gaps between their achievement and those who are not supported by the funding are closing. The school's own data show that there are no gaps at all for pupils in Key Stage 1 and the current Year 6; and that where gaps are wider in other year groups the pupil premium funding is being well targeted to increase the attainment of those pupils.
- Across the school pupils have plenty of opportunities to read, and their enjoyment of reading is evident. In Key Stage 1 pupils are successfully taught how to use their phonics skills (their knowledge of letters and the sounds that they make) to sound out words, and by Year 6 they have developed these skills so that they read fluently and with confidence.
- Leaders are aware that writing is the main area for development across the school. They have responded to this by providing pupils with an exciting curriculum with topics which grip them and make them want to write. Pupils are given plenty of opportunities to write for a range of different purposes and the impact of this is evident in the increased progress which children in the school are making, and in their obvious enjoyment. In lower Key Stage 2 in particular, writing is becoming a strength and pupils write accurately and in detail in all aspects of the curriculum. Pupils said, 'I just love to write – I feel so proud of myself', and, 'writing is about putting the reader in and making it interesting'.
- In mathematics pupils are provided with opportunities to apply their mathematical skills to solve real-life problems. For example, in Year 3 pupils were using number patterns to work out possible combinations for someone who had forgotten the pin number of their mobile phone. These opportunities hook them in and make them want to learn.
- However, not enough pupils reach the highest levels of attainment at either Key Stage 1 or Key Stage 2, and the most able are not always sufficiently challenged.

The quality of teaching

is good

- Teaching over time is securely good with some which is outstanding. Teachers work hard to provide pupils with stimulating experiences which grab their attention and make them eager to learn. For example, during the inspection pupils were taking part in 'circus week' where all work across the curriculum in the whole school was linked to a circus theme finishing with a performance for parents. Pupils were enthralled. Engaging experiences like this are typical.
- Relationships between teachers and pupils are very good. Pupils are praised and rewarded for what they do well, and this increases their confidence and allows them to try new things without

being afraid of making mistakes. Pupils are confident that adults will always help them if they get stuck.

- Teachers provide plenty of opportunities for pupils to write at length, to read and to solve problems. Activities are underpinned by good quality resources which enable pupils to learn.
- Teachers have good subject knowledge. They regularly and accurately assess how well pupils are learning, identify gaps in their knowledge and understanding, and provide support to close those gaps. Teaching assistants support pupils well, helping them with their work without doing it for them.
- Teachers usually ask good questions which encourage pupils to think and develop their understanding. Where appropriate, they provide opportunities for pupils to talk to each other and develop their ideas through collaboration and discussion. Pupils work well together.
- Teachers' expectations of how pupils present their work are very high. As a result, pupils always try their best and present their work as neatly as they can. Routines are clear and well established so that pupils know what is expected of them all the time. Teachers model good manners and always speak to pupils courteously and with respect.
- All teachers mark pupils' work regularly and in detail. There are some examples of exemplary marking in the school. However, this is not consistent, and some marking does not provide pupils with clear enough guidance about what they need to do to improve their work. Pupils are not routinely encouraged to correct and improve their work in response to teachers' feedback so they miss opportunities to make even better progress.
- Work is usually challenging and stimulating and meets the needs of most learners. Occasionally, however, there is not enough stretch for the most able to ensure that they always achieve as well as they could. Pace is sometimes a little slow, and pupils are not always moved on to new activities quickly enough as soon as it has become clear that they have completed other work successfully.

The behaviour and safety of pupils

are good

- The behaviour of pupils is outstanding. Their love of school is evident and their attitude to their work is exemplary. They want to do well and always do their best. As a result, lessons proceed smoothly with no disruption to learning.
- Pupils take great pride in their work, their appearance and in their school. Their books are extremely well presented. They look after the school environment and ensure that it is tidy and that there is no litter. They are well dressed in their school uniforms.
- Pupils are very self-disciplined, have good manners and know how to conduct themselves at all times. During the inspection behaviour at playtimes, lunchtimes and in the dining hall was as excellent as it was in the classrooms, and school behaviour records indicate that this is typical.
- Pupils are open and friendly. They are keen to engage with visitors, offer help and ask questions. They respond very maturely to any questions which they are asked.
- Pupils care for each other extremely well. Older pupils look after younger pupils and help them, for example with their reading. All pupils treat each other politely and are good-humoured and patient.
- All pupils value the range of opportunities and experiences which are available to them through the school, and value the work that teachers do to support them.
- The school's work to keep pupils safe and secure is good. Pupils report that they feel very safe in school because teachers take good care of them. They understand the different forms that bullying may take but say that it is infrequent and that teachers have a 'no tolerance' approach to it.
- Pupils have a good understanding of how to keep themselves safe. They understand about e-safety and how to protect themselves from cyber-bullying. They say that they are taught about how to keep themselves safe through, for example road safety awareness. They also say that they are taught about the dangers of drugs, alcohol and 'stranger danger'.
- The school's processes for safeguarding pupils are robust. Leaders work well with a variety of

agencies to support pupils who are vulnerable or at risk.

- Parents are very confident that their children are safe in school and that adults look after them well.
- Attendance has improved considerably from below average at the last inspection to above average now.

The leadership and management are good

- The headteacher provides a clear direction for the school. Leaders' systems to check how well the school is performing are regular and robust, and mean that there is an accurate view of strengths and areas for development. This information is used well to identify priorities and actions, and it is having a significant impact on improving the quality of teaching and achievement, for example through the developments in writing.
- Clear systems are in place for the performance management of teachers, including the setting of precise targets which are linked to pupils' achievement and to the Teachers Standards. Teachers are provided with regular opportunities for training, and the quality of teaching has improved as a result so that it is consistently good.
- English and mathematics leaders have also had significant training and their leadership is now a strength of the school. They take very rigorous steps to check how well their subject is performing, including observing lessons and scrutinising pupils' work. They have used the resulting information to provide clear action plans and support for teachers across the school. They are knowledgeable and enthusiastic, and pupils' achievement in their subjects is improving as a result.
- Systems for checking how well pupils are achieving are regular, and steps have been taken to ensure that teachers' assessments of pupils' work are accurate. Leaders and teachers use this information well to identify pupils who are at risk of underachieving and to put additional support in place for them. The school's work to promote equality of opportunity is good.
- The curriculum is a strength of the school, and makes an excellent contribution to pupils' social, moral, cultural and spiritual development. Pupils are provided with a range of exciting experiences both within and outside lessons. Learning is supported by a number of visits, including residential trips, and visitors to lessons are a regular feature. Pupils are also provided with a diverse range of clubs and activities to do within school, including, for example gymnastics and chequers. Parents say that they are very impressed with the range of opportunities available to their children. The breakfast club also ensures a positive and purposeful start to the day for those who attend.
- Leaders spend the pupil premium funding wisely and are closing the achievement gaps for those who are eligible. The primary sports funding is used effectively in a range of ways to increase pupils' participation in physical activities, provide them with the opportunity to try a wider range of sports, and to improve training for teachers. For example, dance and gymnastics have been promoted at Key Stage 2 through work with a secondary school partner. Staff have also benefited from the opportunity to work with specialist physical education teachers from the partner school and to develop their skills through collaborative teaching and lesson planning. Participation by pupils in sporting activities has increased.
- The local authority judges the school to be performing well, and therefore categorises it as 'light touch'. However, school leaders buy in some additional support, including a School Improvement Professional to visit them once a term and support with monitoring activities. In addition, the local authority has delivered the high-quality training which has had such a positive impact on subject leaders.
- **The governance of the school:**
 - Governors of the school are extremely supportive of its work and are regular visitors, taking proactive steps to find out about strengths and areas for development first-hand. They have a clear understanding of the work that is going on in school to improve standards in English,

particularly writing, and mathematics; and hold staff to account by requesting presentations from subject leaders at meetings. They know how the pupil premium and sports funding are spent, and check the impact. They are also aware of the types of targets which are set for teachers to improve their performance; check that they are robust and linked to appropriate training; and ensure that they can be linked to pay progression. They check that systems for safeguarding pupils are robust.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131281
Local authority	Wirral
Inspection number	444117

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

Type of school	Primary
School category	Controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Rev Ronald Iveson
Headteacher	Mrs Lynne Hazeldine
Date of previous school inspection	13 December 2010
Telephone number	0151 652 0673
Fax number	0151 653 2405
Email address	headteacher@bidstonvillage.wirral.sch.uk

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Cathcart Street Primary School

Dover Close, Birkenhead, Merseyside, CH41 3JY

Inspection dates

4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
<hr/>			
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From very low starting points pupils make good progress and reach standards which are broadly in line with those seen nationally.
- Teaching is improving. It is usually at least good and some is outstanding. As a consequence pupils enjoy their lessons, are eager to learn and are making increasingly rapid progress in their learning.
- The Early Years Foundation Stage provides a happy and secure setting. This enables the children to settle into school very well, gain confidence and independence, and make good progress in their first years in school.
- The school has excellent systems for the early identification of pupils experiencing learning difficulties. Carefully planned support is provided to help these pupils to learn well.
- Pupils feel safe and well cared for by the school. The school sets high expectations of behaviour, which are consistently applied. Consequently, pupils generally behave very well in lessons and learn quickly.
- The school is improving. Leaders and staff share high ambitions for it and its pupils. They track the progress of individual pupils rigorously and plan well to meet their needs.
- The school provides a rich curriculum which appeals to the interests of its pupils. It widens their experiences and caters very well for their spiritual, moral, social and cultural development.
- Governance is good. Governors have detailed knowledge of the school, rigorously check on its performance and hold school leaders and teachers to account for their actions.

It is not yet an outstanding school because

- The quality of teaching does not yet result in pupils making outstanding progress.
- Pupils are not routinely given the opportunity to improve on their work and check on their own progress.
- The work set sometimes lacks challenge, particularly for the most able.
- Pupils are not always clear about the work they have to do or given sufficient time to complete it, in order to make good progress.
- School improvement targets set by school leaders are too broad and not easily measurable.

Information about this inspection

- The inspectors observed 16 lessons, including two joint observations with the headteacher and deputy headteacher. In addition the inspectors made some short visits to classes and other parts of the school to observe behaviour and safety and also to hear some pupils read.
- A range of meetings was held with the headteacher. Inspectors also held meetings with senior leaders and middle managers, subject leaders, the school inclusion officer, staff, representatives of the governing body, a group of parents and two groups of pupils. The lead inspector held a telephone conversation with the school improvement partner. Inspectors also talked with pupils informally on the playground, as they came into school, around the school and during lessons.
- The inspectors observed the work of the school and looked at a range of documents, including the school's own information about pupil progress; school improvement planning; the monitoring of learning and teacher performance; organisation of the curriculum; safeguarding information; and the minutes of governing body minutes. Inspectors also looked at the school's website.
- There were insufficient responses posted on the on-line questionnaire (Parent View) for them to be analysed, but inspectors looked at 40 response to the school's own survey of parents' views carried out in 2014 and also considered 20 responses to the inspection questionnaire for staff.

Inspection team

Peter Martin, Lead inspector

Additional Inspector

Christine Howard

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The very large majority of pupils are White British. The proportions of pupils from ethnic minority groups or for whom English is an additional language are well below the national average.
- The proportions of disabled pupils and those who have special educational needs supported through school action are well above the national average. The proportions supported at school action plus or with a statement of special needs are broadly in line with the national level.
- The proportion of pupils known to be eligible for the pupil premium is more than three times the national average. (The pupil premium is the additional funding provided by the government for those pupils known to be eligible for free school meals and those children who are looked after.)
- The proportion of pupils joining the school at times other than at the beginning of the Early Year Foundation Stage is much higher than seen nationally.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, so that more pupils make even faster progress by:
 - ensuring that teachers always provide pupils with challenging work so that pupils of all abilities, especially the most able, make more rapid progress and more pupils reach the higher levels of attainment
 - ensuring that pupils are clear about what they have been asked to do and are given sufficient time to complete it and make good progress
 - routinely providing pupils with time to respond to the good quality marking, to improve their work and to check for themselves how well they have achieved.
- Ensure that planned actions for school improvement have clear and measurable targets for pupils' achievement, so that leaders and governors are able to check the success of their actions more effectively.

Inspection judgements

The achievement of pupils

is good

- From very low starting points pupils make good progress. By the end of Year 6 their attainment in reading, writing and mathematics is broadly in line with national averages.
- Most children start in the Nursery with skills and knowledge which are well below those typical for their age, particularly their communication and language skills. They settle quickly, gain confidence and independence and make good progress in Nursery and Reception. Consequently, their skills are below, rather than well below, average when they join Year 1.
- Attainment at the end of Key Stage 1 was well below the national average in 2013. However, in response to leaders' actions, such as additional staffing and effective changes to the curriculum, current pupils are now making rapid progress throughout the key stage.
- Year 6 pupils in 2013 made very good progress across the key stage. Attainment in Key Stage 2 has been improving over the last three years and is continuing to improve. Pupils' progress has been in line with national averages for the last two years. The proportion of pupils achieving the higher levels is increasing.
- The school's new scheme for teaching reading and writing is providing a more systematic approach to the teaching of phonics (linking letters to their sounds), which has had a very positive impact on pupils' reading and writing standards. Standards in the Year 1 phonics check have improved dramatically over the past two years. Pupils of all ages are reading more confidently and fluently than at the time of the previous inspection and they enjoy reading more widely at home and at school.
- Progress in mathematics is also accelerating. The school has reviewed its calculation policy and this has ensured a consistent approach to the teaching of the subject. Pupils now have more opportunities to apply their mathematical skills and work things out for themselves.
- The school is very effective at matching the work set for pupils at the lower levels, but less so for other ability groups, particularly the most able. Consequently they do not always make as much progress in lessons as they could. The proportion of pupils achieving the higher levels is increasing, but the work set for the most-able pupils does not always challenge them sufficiently.
- The school's management of its pupils' special educational needs is one of its real strengths. It has excellent systems for early assessment of pupil needs whenever they join the school. Close checking on pupils' progress and the planning of well-targeted additional support ensure that these pupils make good progress. One parent quoted her child's paediatrician as saying that 'the support provided in the school was second to none'.
- The majority of pupils in the school are supported through the pupil premium. This funding is used very effectively to provide additional teacher and teaching assistant support, and to ensure that these pupils can access all the opportunities the school offers. Consequently, they are doing better than similar pupils nationally and the achievement gap between them and other pupils in the school is closing rapidly. In 2013 pupils entitled to free school meals attained as well as their peers to reach standards broadly in line with the national average. This confirms the school's effective promotion of equality of opportunity.

The quality of teaching

is good

- Teaching is usually good and sometimes outstanding. It is improving because school leaders and staff are constantly seeking to improve it and raise pupil standards. The work in pupils' books confirms that teaching is at least good over time.
- Consistently well-planned lessons make learning interesting and fun for pupils. Pupils say they enjoy their lessons and that their teachers help them when they are stuck. Teachers display good subject knowledge and use questioning very skilfully to check constantly on pupils' understanding, develop their thinking further and help them work things out for themselves.
- The work in most classes is set at the right level to match the different ability groups,

particularly those who find learning more difficult. Occasionally, the work set for pupils, particularly the most able, does not challenge them as effectively as it could, because it is either too easy or too hard. This inhibits their rate of progress.

- Most teachers set high expectations of pupils' work, the completion of tasks and how they present their work and, consequently, pupils learn quickly. However, this is still not consistent in every class. Occasionally, pupils are not sure of what they are required to do or are given insufficient time to complete the work set. When this happens, the pupils do not make as much progress as they could.
- High quality marking throughout the school tells pupils what they have achieved and gives them guidance on how they can improve further. However, teachers do not routinely give pupils the opportunity to respond to the marking and make improvements to their work. In only a few classes are pupils given the opportunity to evaluate their own work to deepen their understanding of what they have learnt and to take more responsibility for their own learning.
- Pupils have targets for their work and teachers check and track their progress regularly to identify any pupil who may be falling behind. Teachers then modify their planning to plug any gaps in pupils' learning.
- The teaching in the Early Years Foundation Stage is good and has improved much since the last inspection. The Early Years team has worked hard to provide a vibrant, exciting and secure setting where children feel happy and valued, can develop their confidence and independence, and explore and learn things for themselves.
- Timely interventions from adults provide challenge, and guidance in their thinking and understanding. Well thought out routines, and a good balance between choice and focused learning ensures that the children thrive and, make good progress.
- The teaching of phonics is a particular strength in the school. Lively well planned sessions, with strong links to develop writing skills, generate enthusiasm and excitement in the pupils and they learn quickly. This is having a positive impact on pupils' reading and writing throughout the school.
- Teaching assistants have been very well trained and are highly skilful in working with small groups and supporting pupils in class. They are a strength of the school and make a big contribution to the progress pupils make in their learning.

The behaviour and safety of pupils

are good

- The behaviour of pupils in the school is good. They are polite, friendly and eager to please. All adults provide good role models and there is a caring, nurturing atmosphere in the school.
- The school sets clear expectations for behaviour which are fully understood by the pupils and are consistently applied. Pupils are expected to take responsibility for their own actions and are encouraged to care for each other. Most do so, most of the time.
- The school council is very active in things like fund-raising and members of the Eco-council have been highly commended by the local authority's Healthy School Panel for their behaviour and contribution to their meetings.
- Relationships in classes are excellent. Teachers use lots of praise to encourage pupils to make contributions and try their best. Pupils listen carefully to their teachers and follow instructions. Consequently, most lessons run smoothly with little disruption, and pupils learn quickly. Occasionally, pupils are not clear about what they are required to do, which causes some pupils to lose focus and make less progress.
- Parents, staff and pupils agree that behaviour is generally good. All acknowledge that there is a minority of pupils that present challenging behaviour. The school has excellent systems to manage any incidents of such behaviour firmly and sensitively, with minimal disruption to the learning of all pupils.
- Pupils say they feel safe and well cared-for, that there is little bullying in the school and that it is mostly 'falling-out'. They have a clear understanding of the different forms bullying can take, including cyber-bullying. They say that, when it occurs, their teachers always take it seriously

and deal with it quickly and effectively.

- The school's work to keep pupils safe and secure is good. A highly effective team ensures that pupils whose circumstances make them likely to be vulnerable receive the support they need to ensure that they have access to all that the school can provide to help them develop as learners.
- Pupils know how to keep themselves safe because the school actively promotes personal safety through a range of activities such as Stranger Danger, road safety lessons and 'Bikeability', as well as warnings of the dangers of Internet use.
- In response to the school's effective actions, attendance is improving and close to the national average.

The leadership and management are good

- Senior leaders provide a strong direction for school improvement. They have a clear picture of where the school is, where they want it to go, and how to get it there. They are very well supported by all the staff who share the same deep desire to drive up standards.
- A strong and sustained focus on the quality of teaching, backed up with well-targeted additional training and support for teachers, has resulted in teaching being consistently good and improving. Teachers are held to account for the quality of their teaching and pay progression is linked to their performance.
- The school checks on pupils' progress regularly with half-termly analysis of the progress of different groups. Leaders use this and the end of key stage data accurately to judge the school's performance and to set new priorities for improvement.
- The comprehensive school improvement plan includes well-thought-out priorities and actions. However, the targets set out to meet these priorities are too broad and do not make clear enough how the intended impact on pupils' achievement will be measured. This makes it difficult for leaders and governors to review how successful their actions have been in achieving the intended goals.
- Subject leaders are well trained and effective. They rigorously monitor standards using a range of methods, including checks of teachers' planning, work in pupils' books and observation of teaching.
- The exciting curriculum enables pupils to make good progress. It is enriched with visits and visitors that make it appealing and relevant to the pupils. Strong links to a school in China enable pupils to appreciate and admire cultures other than their own.
- The additional sport funding is used very effectively to provide additional opportunities for the pupils to experience a wide range of sports, training for staff by sports specialists and to employ a play leader who is enhancing the pupils' social time. This is making an excellent contribution to pupils' health and well-being.
- The school's contribution to the pupils' spiritual, moral, social and cultural development is excellent. It encourages its pupils to be reflective individuals, develop curiosity in their learning and ensures that they become thoughtful, responsible individuals who have an appreciation of art and music and a respect for other people's opinions and beliefs.
- The school works very hard to engage parents. Parents say that communications are good and the staff are very approachable. The inclusion officer provides a wide range of workshops for parents that are increasingly well attended. She also works very effectively with pupils and families facing difficulties, improving and providing emotional support for pupils in school when needed.
- The local authority and the school improvement partner brokered by the authority, provide light touch, but well-targeted support for the school with access to additional training when requested by the school. It has been very effective, for example, in supporting the new Early Years Foundation Stage team.
- **The governance of the school:**
 - Governance is good. The governing body is highly committed to the school and very well-informed. Its members rigorously check on school performance and pupil progress using a

range of evidence. A robust system for checking on teacher performance linked to pay progression is in place. The effective use, and the impact on pupil achievement and well-being, of the additional funding for pupil premium and sport funding is scrutinised regularly by the governing body. It has a sound grip on the finances of the school and fulfils all its statutory functions, including those for safeguarding. It is very supportive of the work of the school while holding it to account for its performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105048
Local authority	Wirral
Inspection number	442334

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	200
Appropriate authority	The governing body
Chair	Neil Massingham
Headteacher	Rosemarie Bishop
Date of previous school inspection	29 January 2013
Telephone number	0151 647 7349
Fax number	0151 647 2325
Email address	schooloffice@cathcartstreet.wirral.sch.uk

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Grove Street Primary School

Grove Street, New Ferry, Wirral, Merseyside, CH62 5BA

Inspection dates

11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
<hr/>			
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well, often from very low starting points. They make good progress in reading, writing and mathematics in every year group and standards are rising rapidly.
- Teaching is consistently good and some teaching is outstanding.
- Children become enthusiastic learners in the Early Years Foundation Stage; they take these positive attitudes with them as they move up through the school.
- Disabled pupils and those with special educational needs are supported very well, enabling them to make good progress.
- Pupils behave well; they are proud of their school and are keen to do well. They feel safe, happy and secure and so they are ready and able to learn and progress.
- The headteacher is an inspirational leader, ably supported by the deputy headteacher and senior staff. There is a relentless drive for continuous improvement in all aspects of the school's work.
- Middle leaders' confidence has grown and they now contribute well to the improvement drive.
- Governors are well-informed and are actively involved in helping the school to keep on improving.
- Leaders make regular checks on teaching and staff work together well to share the best practice.
- Pupils' progress is checked regularly to ensure that everyone is given the levels of support or challenge they need.
- A small but growing number of pupils across the school are working at standards above those usually expected for their age.

It is not yet an outstanding school because

- Although teaching is good, it is not yet leading to outstanding overall achievement by pupils.
- The proportion of pupils reaching the higher levels of achievement by the end of Key Stages 1 and 2 is still below average.

Information about this inspection

- The inspectors observed 22 parts of lessons; five lesson observations were carried out jointly with the headteacher. They listened to pupils read in Years 2 and 6 and discussed with them the books they have enjoyed and those they are currently reading.
- Inspectors met with five members of the governing body, with senior and middle leaders, with pastoral staff, with a group of pupils and with a representative of the local authority.
- There were too few responses to Parent View, the Ofsted on-line questionnaire, for an analysis to be made. However, inspectors spoke with several parents at the start of the school day and an inspector also met with a group of parents during the inspection to hear their views about the school. Inspectors also took into account the outcomes of the school's most recent survey of parents' views.
- They also took into account the views that staff expressed in the questionnaires they returned.
- The inspectors observed the school's work. They looked at the work in pupils' books and also reviewed a wide range of documentation, including safeguarding documents, the school development plan, records of pupils' attainment and progress and documents related to pupils' behaviour and attendance.

Inspection team

Diane Auton, Lead inspector	Additional Inspector
Elaine Maloney	Additional Inspector
David Woodhouse	Additional Inspector

Full report

Information about this school

- The school is larger than most other primary schools.
- Most pupils are White British and the vast majority of pupils speak English at home. A small proportion of pupils are from a range of other ethnic backgrounds and cultural traditions, including a small number who are learning to speak English as an additional language.
- The proportion of pupils supported through school action is considerably above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for support through pupil premium funding is well above average. This additional government funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in reading, writing and mathematics by the end of Year 6.
- There have been several changes in staffing since the school's last inspection, including eight new appointments to the teaching staff during the past two years.
- The proportion of pupils who join or leave the school at times other than the usual times is above average.

What does the school need to do to improve further?

- Improve teaching further by:
 - continuing to keep thorough checks on the quality and impact of teaching
 - continuing to provide effective and ongoing guidance and training for all staff
 - ensuring that teachers' explanations in lessons are always clear so that they are fully understood by pupils.
- Keep regular checks on the progress of the school's most able pupils to make sure that they are given the support and challenge they need to enable them to fulfil their potential and to reach the higher levels by the end of Key Stages 1 and 2.

Inspection judgements

The achievement of pupils

is good

- Most children's skills and knowledge are well below those that are typical of their age group when they start school in the Nursery. Their speech and language skills, in particular, are often very immature.
- Children thrive in the Early Years Foundation Stage, making good progress from their starting points. By the time they leave the Reception class, although their skills in literacy and numeracy are a little below expectations for their age, they are ready and eager to keep on making progress in Year 1. The few children who speak English as an additional language do well in developing their communication skills.
- Standards in reading, writing and mathematics were below average at the end of Key Stages 1 and 2 in 2013. This was the legacy of the shortcomings in the quality of teaching in the school in past years that were described in the previous inspection report. In the current year, however, pupils' achievement has improved rapidly in response to consistently good teaching across the school.
- Standards in reading, writing and mathematics in both key stages are now average in every year group and pupils in Year 6 and in Year 2 are on track to meet national attainment expectations at the end of the key stages this year.
- Issues identified at the last inspection around low attainment in mathematics have been addressed successfully across the school and there is no longer a gap between pupils' achievement in English and their achievement in mathematics.
- The school's records show that pupils in both key stages have made good and sometimes outstanding progress in all three subjects during the current year. This is confirmed by inspection evidence, including the work in pupils' books and the good progress seen in lessons.
- The school provides very effective support for pupils with special educational needs; these pupils learn well and make good progress from their individual starting points.
- Pupils who speak English as an additional language make the same good progress as all of the other pupils in school and achieve well.
- The most able pupils are doing increasingly well. This is the result of improved teaching, but the school knows there is more to do to ensure that all of its most able pupils do as well as they possibly can and to increase the proportions of pupils who reach the higher levels by the end of both key stages.
- Letters and sounds are taught successfully in the younger classes and the proportion of pupils who reach the required standard in the Year 1 check of their reading skills is increasing, year-on-year. Most of those who did not meet the standard in 2013 are securely on track to do so in the Year 2 retakes this summer. Pupils of all ages show a genuine interest in books and enjoy reading. By the end of Year 6 most can read at the expected standard for their age, and there are an increasing number of mature and capable readers.
- In Year 6 in 2013, the attainment of pupils supported by the pupil premium, including those known to be eligible for free school meals was about a term below that of the others in their year group in writing and in mathematics; there was no gap in reading, however. The majority of the pupils in this group had made nationally expected rates of progress from their starting points in all three subjects. Across the classes in the current year, gaps between the attainment of the pupil premium group and the other pupils in school are closing rapidly or are non-existent. This reflects the school's commitment to ensuring equality of opportunity for every pupil.
- Pupils who join the school at random points during the key stages are helped to settle in quickly. The new arrivals often have additional learning needs, sometimes resulting from disruption in their education, but the school ensures that they make good progress from their starting points.

The quality of teaching

is good

- Teaching has improved and is now good, with some outstanding practice. Literacy and numeracy skills are taught well; this is a consistent picture across the school and, because of this, pupils' learning in all subjects is now much more successful.
- Teaching is good in the Early Years Foundation Stage, with a curriculum that engages the children's interests. They become deeply absorbed in their learning activities and are keen to talk and write about the things they are doing, such as recording the names and drawing pictures of the different mini-beasts they have observed in the 'bug hotel'. Adults are very skilled in helping them practise and develop their basic skills through fun activities like this.
- Staff give effective support to children who are new to learning English, ensuring that they become involved in all of the activities and that their communication skills develop speedily.
- Teaching in Key Stages 1 and 2 is consistently good; sometimes it is outstanding, leading to excellent progress by pupils. This was seen, for example, in literacy in Year 6, in which activities were linked to the class's current history topic. Challenging questions and the well-planned opportunities they were given to share and explore their thoughts with a partner helped pupils to develop their ideas about whether or not children from the towns should have been evacuated to the countryside during the Second World War. As a result, pupils quickly became ready and able to produce a clear and convincing piece of persuasive writing on the subject.
- Where teaching is good, rather than outstanding, explanations are sometimes not sufficiently clear and so some pupils' understanding of their work is not quite as secure as it might otherwise be.
- Positive relationships between pupils and adults in the classroom contribute very well to pupils' good learning and progress.
- Teaching assistants support the quality of teaching well and help pupils of all abilities to make good progress. The school uses a wide range of effective additional strategies when needed, including teaching pupils in small groups and providing individual support, for those pupils who require extra help. Indeed, disabled pupils and those with special educational needs are supported very well.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good.
- They behave well in lessons, around the school and at playtimes. They say how much they enjoy coming to school and they show care and consideration for others.
- Pupils' positive attitudes in lessons contribute well to their good learning and progress. They know and understand the routines and they respond to their teachers' high expectations of their behaviour. They are becoming increasingly adept at organising themselves in class, with older pupils, in particular, needing only minimal direction from their teachers. They listen well to instructions and work productively with a partner or in a group.
- The school's work to keep pupils safe and secure is good.
- Pupils describe trusting relationships with the adults in school and parents express confidence in the care the school provides for their children.
- Pupils have a good understanding of different types of bullying, including cyber-bullying and prejudice-based bullying. They say that bullying incidents are rare and that when pupils fall out with each other staff help them to sort matters out quickly.
- There are a number of opportunities for pupils to play their part in making the school a happy place, including acting as play leaders or organising selling fruit at playtime. The school council and the eco-council give them an influential voice in decision making.
- Pupils with additional learning, language, health, social, emotional or medical needs are included in everything on offer and are supported well. The school provides sensitive and caring support for pupils and families whose circumstances might make them vulnerable. The nurture group provides effective additional support for a small number of pupils who, from time to time and for

a variety of reasons, find it difficult to concentrate and settle in class, enabling them to develop the confidence and resilience they need to learn and progress successfully.

- Attendance is average and has improved rapidly, reflecting the school's partnership with parents and its effective work to support families at risk of poor attendance.

The leadership and management are good

- The headteacher has set out a very clear agenda for on-going improvement; everyone understands and shares her high ambitions for the school and its pupils.
- Parents demonstrate real confidence in the school and pupil numbers, which had dipped slightly, are rising rapidly.
- The deputy headteacher, key stage leaders, the inclusion manager and the middle leaders all make strong contributions to the school's development and lead by example.
- Leaders have taken decisive actions to improve teaching and reinforce leadership. Newly appointed teachers and support staff have settled in quickly and have brought a good range of skills to the school. The senior leadership team has been restructured and strengthened. The school is now well placed to continue to improve.
- The school has an accurate view of its performance, based on detailed and regular examination of its work. Leaders' strategic plans for continuing to improve the school are of high quality.
- Systems for tracking and recording pupils' progress have been overhauled and improved so that they now give a clear picture of how everyone is doing, enabling the school to identify and support anyone who may be underachieving. So far, this has had the strongest impact on helping pupils of below average or average ability to make improved progress. Work is under way to ensure that all of the most able pupils are identified at an early stage and given the support they need to reach the higher attainment levels.
- Senior and middle leaders regularly check the quality and impact of teaching and learning. The school now aims, through continuing to develop this good leadership practice, to bring about further improvements in teaching in order to continue the upward trend in pupils' achievement.
- An effective programme of ongoing training for all staff, including teaching assistants, is keeping everyone's skills sharp and up to date. This is helping to ensure that the needs of all pupils are met increasingly effectively.
- The subjects taught support pupils' spiritual, moral, social and cultural development well. Subjects are brought together into topics that capture pupils' interests very well. Visiting experts and visits to places of interest, including residential trips, all enrich their development.
- The school uses its primary school sports funding effectively to provide specialist coaching in a range of additional sporting activities; this also provides ongoing training for staff. Pupils of all ages enjoy good quality sport and physical education activities in lessons and after school.
- The school values the regular advisory and consultant support provided by the local authority, which has helped it to continue to improve.
- **The governance of the school:**
 - Governors have helped to ensure effective leadership and good quality teaching through astute selection of new staff at all levels in the school.
 - Governors have good, regular information about how the school is doing because they receive accurate and comprehensive reports from senior and middle leaders. They are able to hold the school rigorously to account.
 - Governors make sure that the checks of staff performance are thorough and that leaders and staff are set challenging targets linked to pupils' progress and school priorities.
 - Governors make sure that safeguarding policy and procedures are fully in place. They are fully informed on how the pupil premium funding is spent and the difference it is making to this group of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105011
Local authority	Wirral
Inspection number	431664

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	352
Appropriate authority	The governing body
Chair	Mike Vobe
Headteacher	Meg Marshall
Date of previous school inspection	11 September 2012
Telephone number	0151 6452170
Fax number	0151 6441992
Email address	schooloffice@grovestreet.wirral.sch.uk

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The Priory Parish CofE Primary School

Aberdeen Street, Birkenhead, Merseyside, CH41 4HS

Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From very low starting points, pupils achieve well so that by the time they leave they are close to reaching national average standards in reading, writing and mathematics.
- Teaching is good overall and some teaching is outstanding.
- Behaviour and safety are good. Pupils have a pride in their school and everyone gets on well together. Behaviour in lessons and around the school is good. Pupils feel safe in school and are cared for exceptionally well.
- The headteacher provides good leadership. All leaders, including governors, are committed to continuous improvement in teaching and learning and they share a strong desire to provide the best for every pupil.
- The school provides a good range of activities in sport. There are good links with the church and the local high school.

It is not yet an outstanding school because

- While pupils make good progress and are improving in reading and mathematics, their attainment and rates of progress are not as good in writing because they do not have enough opportunities to write often enough.
- There is not enough outstanding teaching. During some activities, the most-able pupils are not challenged enough and pupils' work is not always well presented.
- Marking does not always give pupils enough guidance about how their work might be improved or the opportunity to follow up on the advice.

Information about this inspection

- Inspectors observed teaching in all classes and saw 18 lessons, one of which was a joint observation with the headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils.
- Discussions were held with pupils in lessons and their work was discussed with them.
- Meetings were held with senior leaders and middle leaders, members of the governing body, teaching and support staff, pupils and a member of the local authority.
- Pupils' work was scrutinised in writing, mathematics and a range of other subjects.
- Inspectors listened to pupils read and checked reading progress records.
- A wide range of documentation was reviewed, including national assessment data, the school's information about pupils' progress, monitoring records of the quality of teaching and the progress of pupils, and the school improvement plan. In addition, the minutes of the governing body meetings, safeguarding documentation and external reports from the local authority were reviewed.
- Seventeen responses from parents to the on-line questionnaire were taken into account (Parent View). Members of the inspection team also spoke to parents while they were bringing their children to school and reviewed other responses from parents gathered by the school.

Inspection team

Gillian Hunter, Lead inspector	Additional Inspector
Jean Tarry	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported by school action, school action plus or who have a statement of special educational needs is much higher than the national average.
- The proportion of pupils who are eligible for support through the pupil premium funding is very high compared to the national average. The pupil premium is funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school has an additional resource base for pupils aged four to seven years with speech and language difficulties. The unit supports pupils from within the local authority who need specialist support. At the time of the inspection there were ten pupils within the unit.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that pupils can make the best possible progress at all times by:
 - making sure teaching challenges the most-able pupils so they learn at a rapid rate and reach the highest levels of which they are capable
 - making sure that the systems for marking pupils' work is consistent in all classes so they gain a clear understanding of what they need to improve
 - giving pupils time to respond to teachers' written comments about their work and progress
- Improve achievement still further, particularly in writing, by ensuring that:
 - there are regular opportunities for pupils to write increasingly at length through the school day
 - pupils write fluently and with neat, legible handwriting in all their work.

Inspection judgements

The achievement of pupils

is good

- When children enter the school they have skills which are well below those normally expected for their age. By the end of the Early Years Foundation Stage they have made good progress. Although the standards that pupils reach by the end of Key Stage 1 are still low, compared to where they started, they have made good progress.
- Nationally published information on pupils' attainment and progress does not always give an accurate picture about how well the pupils are doing, because the school's population changes significantly from year to year. For example, by Year 2, in 2013, nine pupils had either left or joined the class over the year. In addition, a large proportion had additional needs; however, most of these pupils made more than expected progress from their starting points.
- In 2013, at the end of Year 6, although pupils had attained below the national expectation they had made very good progress from the end of Year 2. Pupils' books, school data and evidence from lessons show that current achievement is good at Key Stage 2 and so pupils are well-prepared for the next stage of education.
- By the time they leave at the end of Key Stage 2, pupils are on track to reach standards that are close to the national average in reading, writing and mathematics. Standards in writing throughout the school are currently below reading and mathematics. Work in books and the data held by the school shows that writing is improving rapidly. Nevertheless, pupils do not write fluently and at length often enough, and with neat, legible handwriting in all their work.
- Pupils can read well, produce a range of good quality writing and apply their skills to other subjects. For example, pupils in Year 3 produced some compelling writing showing how they could express their feelings and emotions to explain to the reader their views and opinions. These pupils showed good understanding in their written work as well as in drama and were beginning to use inference well.
- Pupils are now making good progress in mathematics across Key Stage 2. Good mathematics teaching is helping pupils to learn new skills quickly and pupils are adept at explaining their reasoning and using mathematics to solve problems. One group of more able Year 6 pupils were able to find the angles of complex shapes and could explain this well.
- Disabled pupils and those who have special educational needs, including those in the specialist resource base, make the same good progress as other pupils in the school because of the well-focused support provided. By the time they leave, the standards that these pupils reach are above the national average for similar pupils in reading and writing, but below in mathematics.
- Pupils eligible for free school meals make the same good progress as other pupils in the school and their attainment is close to similar pupils nationally. Pupil premium funding has had a good impact on the attainment of pupils who are eligible for free school meals. The gap in attainment between this group and other pupils in the school is narrowing rapidly.
- The most-able pupils are making good progress overall. However, they are not always challenged enough and their progress slows when they are expected to carry out tasks they can already do, rather than learn something new.
- School leaders and all staff foster good relations, tackle discrimination and provide equal opportunity for all pupils to learn. This helps all groups of pupils to make good progress.

The quality of teaching

is good

- Good teaching over time across the school promotes pupils' good achievement. The work in pupils' books and monitoring records of school leaders shows that teaching is typically of a good quality. This is helping pupils to make at least good progress throughout the school.
- Relationships between staff and pupils are good. Pupils describe their teachers as 'kind and helpful' and 'they make learning fun and interesting'. Teachers and other adults in all classes have high expectations of the behaviour of pupils and provide activities that are interesting for

them.

- The teaching of pupils with special educational needs is effective. Pupils' individual needs are catered for and they experience success. The school makes sure that the pupils in the Language Unit work alongside their classmates as much as possible. The few pupils for whom English is an additional language receive good teaching targeted to their needs and they acquire new skills quickly as a result.
- During some activities, the most-able pupils are not challenged sufficiently and consequently their progress is not quick enough. School leaders have recognised this issue and have been ensuring that the most-able pupils are receiving additional teaching in mathematics; this is currently raising standards.
- There are good methods in place to check on pupils' progress and pupils' books are marked regularly. The quality of marking of pupils' work is better in writing than in mathematics, but it is not always clear to pupils how to improve their work. In addition, pupils do not always learn from their mistakes because they are not given the opportunity to respond to points made by their teachers.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Pupils are friendly, welcoming to visitors and they talk with confidence about their work and the school. They have positive attitudes to learning and work well on their own or in groups because activities are interesting. Most pupils behave in a considerate way to each other and other adults, both in class and around school. They show respect for each other and for adults reflecting the positive ethos of the school.
- Good systems and strategies are in place to reward and improve pupils' behaviour. There are few recorded incidents of poor behaviour and there have been a small number of exclusions in the last three years. There are very few recorded incidents of discriminatory or derogatory language and none was heard during the inspection. Pupils say that these incidents sometimes occur and are always tackled sensitively by staff.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and have a good understanding of how to keep themselves safe, including when using the internet.
- Pupils' attendance is slightly below average but is continually improving. Good attendance is promoted well and there is clear guidance for pupils and parents about the importance of attendance and the impact on pupils' achievement. The number of pupils who are absent for prolonged periods has reduced and during the inspection the attendance in classes was excellent.
- Pupils enjoy the wide range of activities and clubs provided for them, especially the range of outdoor activities and visits.
- Most parents spoken to during the inspection and through responses to the online questionnaire indicated they believe that behaviour is good. They think their children are kept safe and commented on how their children enjoyed school.

The leadership and management

are good

- The headteacher provides good leadership. Systems and methods for checking on the quality of teaching and pupils' progress ensures that teaching continues to improve and promotes pupils' good progress.
- The headteacher is supported by two senior leaders who share leadership responsibility across the school for literacy, numeracy and special needs. They monitor literacy and numeracy by observing lessons, scrutinising the quality of pupils' work and analysing and tracking data. Middle leaders work well as subject leaders and are developing their roles in monitoring and evaluating the impact of actions taken.
- Teaching is well managed and the development of teachers is encouraged with support where

needed. However, the quality of marking varies and at times is not as good as it could be.

- Leaders ensure that procedures for the appraisal of teachers' work are securely in place. The management of teachers' performance ensures that all teachers and other staff have relevant targets to help them improve. Leaders make sure that further training and support for teachers helps them to learn new skills.
- Leaders, managers and governors work well together to foster good relationships and create a welcoming climate for both pupils and their parents. This caters exceptionally well for pupils' spiritual, moral, social and cultural development, with the result that all groups of pupils work and play harmoniously together.
- The primary school sport funding has been used successfully to raise participation levels even further and pupils are now very aware of the need to maintain a healthy lifestyle. Links with the local high school has improved the range of sports activities available to pupils.
- Leaders and governors have used pupil premium funding well and provide good support. The achievement of this group of pupils has improved as a result.
- The school values the support of the local authority, particularly the help of the school adviser who has worked with senior staff to evaluate and improve the quality of teaching.
- Under the leadership of the headteacher, the school is at the heart of the community and there very are strong links with the church.
- Home-school links have improved since the last inspection and are now much stronger especially for vulnerable pupils and their families. The recently appointed parent support worker has developed very good relationships with parents who also attend a range of clubs and workshops. This is having a noticeable impact of the development and progress of these pupils. School leaders and governors are committed to continuing and developing family work still further.
- Key areas of achievement, including pupils' attainment, progress and attendance have improved strongly since the school was last inspected.

The governance of the school:

- Governors are very committed to the school and make sure that school leaders are both supported and challenged. They have a good knowledge of teaching and school performance data because they visit regularly and are very well-informed by reports from the headteacher. They make sure pay is merited and that the performance of teachers, including that of the headteacher, is carefully checked. Budgets are managed well, for example, the pupil premium funding which is raising standards. Governors make sure that safeguarding requirements are met.

What inspection judgements mean

School		
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Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
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School details

Unique reference number	105085
Local authority	Wirral
Inspection number	444019

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	204
Appropriate authority	The governing body
Chair	John Wilson
Headteacher	Peter Faragher
Date of previous school inspection	15 July 2010
Telephone number	0151 647 7188
Fax number	0151 650 2185
Email address	schooloffice@thepriory.wirral.sch.uk

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Bebington High Sports College

Higher Bebington Road, Bebington, Wirral, Merseyside, CH63 2PS

Inspection dates

30 April 2014–1 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not all students are reaching the standards of which they are capable in English and in mathematics.
- Students' progress in mathematics in the last two years has been slower than the progress made by most students nationally.
- Teachers do not always adjust teaching to ensure the most able students work on tasks which challenge them. They do not plan tasks and activities regularly which will inspire and motivate students to aim for the highest standards.
- Students are not always confident in writing about what they know and understand. As a result, their written work does not always demonstrate the standards of which they are capable.
- Students do not consistently act upon suggestions given in written work by teachers about how they can improve their work.
- Students' attitudes to learning are not always positive and they need reminders to sustain effort in their work.
- Leaders, managers and governors have not checked closely enough what the school is doing well and what still needs to be done. Until recently, they have not acted quickly enough to improve the achievement of students, particularly in mathematics.
- The sixth form requires improvement. Standards students reach in the sixth form are, overall, below those reached by similar students nationally. Progress made by students in the sixth form is inconsistent across different subjects.

The school has the following strengths

- The school has improved attendance and few students are now persistently absent.
- Leaders, managers and governors have taken steps since the last inspection to improve teaching and achievement and students are now starting to make more rapid progress.
- Students' behaviour around the school is good. They are polite and welcoming and get on well with adults and other students. Students say they feel safe and well supported by staff.
- Students in the special educational needs resource base make good progress as a result of committed and well-planned support and teaching.

Information about this inspection

- Inspectors observed 36 parts of lessons, three of which were jointly observed with senior leaders. Inspectors also observed students' general behaviour around the school and talked with students about their reading and their work in the school.
- One year-group assembly and two class registration periods were visited.
- Inspectors met with the headteacher and the deputy headteacher, other leaders, teachers, groups of students from all year groups, the Chair of the Governing Body and a governor, and spoke with a representative of the local authority and an external consultant who works with the school.
- Inspectors looked carefully at records of students' achievement and their progress, records of attendance and behaviour, a wide selection of students' exercise books, policies, the school's evaluation of what is working well and what needs to be better, the plans for actions to improve the school, and information about steps taken to support students.
- The views of 27 parents who responded to the online questionnaire (Parent View), and the responses of parents to the school's own survey, were taken into account.
- Inspectors looked at 29 questionnaires completed by staff.

Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Clive Hurren	Additional Inspector
Fiona Dixon	Additional Inspector
John Leigh	Additional Inspector

Full report

Information about this school

- Bebington High School Sports College is an 11 to 18 specialist sports college. It is smaller than the average-sized secondary school.
- The proportion of students supported through school action is more than twice that found nationally.
- The proportion of students supported at school action plus or who have a statement of special educational needs is above that found nationally. The school has designated resource provision for students with moderate learning needs.
- The majority of students are of White British heritage and few students are from minority ethnic backgrounds.
- The proportion of students eligible for support through pupil premium funding is almost twice the national average. The pupil premium is additional funding for those students known to be eligible for free school meals and for students who are looked after by the local authority.
- The number of disabled students and those with special educational needs has increased in the last two years.
- A small minority of students arrive at the school at times other than at the start of Year 7.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- The school holds a number of awards, including the Sainsbury's Silver Kite Mark for School Games, has been recognised as Merseyside School of the Year and a student has been awarded the Rotary National Citizenship Award.
- A very small number of students follow courses away from the school site at The Tranmere Project.

What does the school need to do to improve further?

- Improve teaching to be consistently good or outstanding so students make more rapid progress, especially in mathematics and also in the sixth form, by:
 - ensuring students act upon suggestions made in feedback on their written work to strengthen their progress
 - explicitly teaching writing skills to ensure students increase fluency and detail when writing about their ideas, explaining their understanding and describing their knowledge
 - planning teaching that is inspiring and engaging and leads to high levels of attention, application to task, and higher standards in students' written work.
- Improve leadership and management so students' standards rise and progress increases more rapidly, particularly in mathematics and in the sixth form, by:
 - ensuring that subject leaders make sure teachers in their subjects accurately measure students' progress so any student who falls behind is quickly identified
 - making sure subject leaders and teachers use the school's improved tracking system to identify effective support to help any students falling behind to catch up with their work rapidly
 - evaluating the work of the school more critically so actions taken to improve its effectiveness lead to students' more rapid and consistent progress.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school working at levels below those of most students nationally. The majority of students do not make good progress and attain standards below most students nationally in English and mathematics by the end of Key Stage 4. Achievement requires improvement because only a small minority of students are making better than expected progress.
- Standards achieved by students in English were close to those achieved by most students nationally in 2012. Standards declined in 2013 but are now rising. Standards achieved by students in mathematics have been below the national average but are now starting to improve.
- Currently the school's measures of progress in 2014 indicate an increase in achievement in both English and mathematics to levels closer to the national averages. The observations of students' learning in lessons and in their written work since September confirm this pattern of improvement.
- Since the last inspection, the majority of leaders, managers and teachers have checked students' progress but not all teachers or subject leaders intervene quickly enough, or identify the correct support when progress has slipped, to ensure students catch up on lost ground. As a result, only a small minority of students, including those who are the most able and those supported by pupil premium funding, have made better-than-expected progress from their starting points.
- Pupil premium funding has paid for additional teachers so students needing extra support, including those students known to be eligible for free school meals, can be taught in small groups. They are making better progress as a result. In 2013, students supported by this additional funding, including those known to be eligible for free school meals, achieved GCSE grades just over a third of a grade below the main group of students in the school in English, and almost a full grade below the main group of students in mathematics. The school's measures of progress indicate that currently these gaps are now closing.
- No students take examinations early because, due to most students' below average starting points, they need the time leading up to the examination to prepare and to ensure they have sufficient practise before tackling examinations.
- Students supported at school action in 2011 and 2012 made progress above that of similar students nationally. Progress declined in 2013, but students are currently making progress very close to that made by similar students nationally. Those students supported at school action plus are also making similar progress to students supported in the same way nationally.
- The small minority of students who arrive at times other than Year 7 make the same or better rates of progress than the main group of students. Students settle well and speak highly of the positive experiences they have had since arriving, with some having had difficulties in their previous school.
- The progress made by students in the school's designated resource base is good. This is because of careful planning of teaching to meet individual needs in reading and writing, and the good support students receive in the time they spend in learning alongside the main groups of students in the school.
- The achievement of students in the sixth form requires improvement because standards attained at the higher levels have only recently improved. Standards have been below the national average over time. Students in the sixth form make good progress in non-traditional courses.
- The small minority of students from different ethnic backgrounds make similar or better progress than the main body of students in the school because any additional support they need is provided.
- The very few students who follow courses away from the school site make good progress and improve their confidence and behaviour because the course is well suited to their personal and educational needs.
- The school is committed to providing equality of opportunity and recognises there is more to be done to lift student's achievement in English and mathematics.

The quality of teaching**requires improvement**

- Teaching requires improvement because, although its quality has improved since the last inspection, it is not yet consistently good or better across subjects. As a result, students do not make consistently good progress in their learning and in their written work, particularly the most able and those supported by pupil premium funding. Not enough teaching is outstanding so students can make rapid progress.
- Tasks and activities planned by teachers are usually interesting and involve students in thinking for themselves, but there is sometimes too little additional challenge, especially for the most able students. In some lessons, students work at their own level and make good progress as a result. In art in Year 7, for example, the teacher's good subject knowledge and careful planning over time had enabled her to guide students' preparation for their assignment closely according to ability, talent and interest. As a result, students developed the techniques needed during the preparation stage of the assignment and were working at their individual level.
- Tasks and activities in lessons are usually well prepared, but opportunities are sometimes lost to enthuse, inspire and engage students to a level where they sustain interest and aim to achieve the highest standards. Where pupils are enthused, learning accelerates. In Year 7 in physical education, the teacher's enthusiasm for the subject was communicated to the students so they responded positively to rapidly escalating challenge in attempting a high jump. They used excellent resources to coach each other to improve. The final competition saw students challenge themselves to achieve their personal best.
- The school has improved marking and feedback to students and students say they find this helpful in understanding what they need to do next. Suggestions are given for tasks to practise so students know how to improve their work. Though students acknowledge the suggestion, they do not always carry out the task.
- Students display understanding and increased knowledge in lessons but this is not always reflected in their written work. Sentences are sometimes stilted, simple vocabulary is used and students do not always have the confidence in their writing skills to express the ideas they can articulate in speech.
- Many students arrive at the school with low reading levels. The school uses Year 7 catch up funding sensibly to establish a coherent and comprehensive programme of reading which students discussed with enthusiasm. Assessment figures indicated consistent improvement in reading as a result.
- The newly appointed teachers of mathematics are checking students' progress more closely and planning work that is better matched to students' stages in their learning, so more students are making faster progress.
- The quality of teaching in the sixth form is variable which means that students do not make consistently good progress. Students make good progress when they are introduced to new knowledge and are questioned closely to make sure they understand what is being presented. Their achievement is weaker when they complete tasks that do not fully engage their thinking.

The behaviour and safety of pupils**requires improvement**

- The behaviour of students requires improvement.
- A small minority of students' attitudes to learning are not positive and they need reminders and active support to maintain their attention on their learning. Around school generally, the large majority of students are welcoming, respectful and considerate. They take care of their classrooms and dining areas, arrive punctually to lessons and wear the school uniform with pride.
- The school's work to keep students safe and secure is good.
- Systems to ensure the safety of students are thorough and detailed and contribute strongly to helping students stay safe.
- The majority of parents who responded to the school's survey agree that their child is safe in

school and students spoken with echo this. Staff who responded to the questionnaire agree that students are safe in the school. Students speak highly of the staff and say they can turn to any member of staff for help if they need it.

- Students know the different forms that bullying can take and are knowledgeable about how to use social networking sites and mobile phones safely. Students say bullying is rare and say that staff will respond quickly to any that does occur. A few Year 10 students said there had been some instances of bullying and the school is taking swift action to address the issue. They are not yet fully aware, however, despite teaching sessions to explore this issue, how name-calling can cause distress.
- Attendance has improved, including in the sixth form, and the number of students who are persistently absent, including those students supported by the pupil premium funding, has reduced. Fewer students are now excluded from school for short periods.
- The safety and welfare of the very few students who are educated away from the school site is carefully and regularly monitored so they are secure and able to make progress.

The leadership and management

requires improvement

- Decisive steps have been taken by leaders, managers and governors since the last inspection to improve the quality of teaching, the achievement of students supported by pupil premium funding and the most able students. However, leadership and management requires improvement because teaching and progress is not yet consistently good in all subjects. As a result, not all students are reaching the standards of which they are capable, especially in English and in mathematics, and in the sixth form.
- The school's evaluation of its own work, though improved, remains insufficiently rigorous, including in the sixth form, and does not yet fully acknowledge some areas where teaching and progress need to improve further. As a result, not all subject leaders have the knowledge and understanding needed to improve teaching rapidly in their subject.
- The majority of subject leaders are monitoring how effectively teachers in their subject are checking on students' progress, and are checking that suitable support is provided, such as additional teaching so students can catch up, but this is not yet consistent across the school.
- Since the last inspection, leaders, managers and governors have appointed new leaders of science and mathematics, and have appointed new teachers, particularly in mathematics. The improvement in teaching and students' progress is already evident. The school's training programme for teachers is innovative and well planned. Teachers speak highly of how effectively they are being helped to improve their work.
- The headteacher, senior leaders and governors all share a clear understanding that pay awards and career progression are closely linked to effective teaching and students' progress. This is applied to any consideration of rewards, increase in salary or career progression.
- The curriculum is developing to ensure that the most able students can follow appropriately challenging courses, and further additional vocational courses are being introduced so all students can move on to a wider range of opportunities beyond school.
- The curriculum, assemblies, school events, trips and residential experiences all offer students the opportunity to explore other cultures, understand different lifestyles, religions and customs, and reflect on the world and their place within it. This develops their moral, cultural and spiritual understanding very effectively. They work together well in lessons and establish good relationships with adults and their peers in school which develops their social skills effectively.
- The local authority is providing support for the school. The school is demonstrating its determination to improve by seeking additional support from external specialists.
- The school's arrangements for safeguarding students meet all current statutory requirements.
- **The governance of the school:**
 - Overall, governors have improved their effectiveness in challenging the headteacher and senior leaders. They are more aware of their responsibilities, know the school much better now than previously and have a wider range of expertise and deeper knowledge to support

further development of their role. They know about how pupil premium and Year 7 catch up funding is spent but do not yet fully challenge school leaders so that they understand the impact of such spending. Nevertheless, they support the headteacher well in taking decisive steps to address any leadership matters or teaching that does not promote the progress of students, and in using performance management to reward and recognise teaching that leads to effective learning. They manage the budget effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105106
Local authority	Wirral
Inspection number	442326

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

Type of school	Secondary
School category	Foundation
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	845
Of which, number on roll in sixth form	120
Appropriate authority	The governing body
Chair	Rob Wetton
Headteacher	Brian Jordan
Date of previous school inspection	26 February 2013
Telephone number	0151 645 4154
Fax number	0151 643 8065
Email address	schooloffice@bebingtonhigh.wirral.sch.uk

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18 June 2014

Miss Jan Levenson
Headteacher
Hilbre High School Humanities College
Frankby Road
Wirral
Merseyside
CH48 6EQ

Dear Miss Levenson

Requires improvement: monitoring inspection visit to Hilbre High School Humanities College, Wirral

Following my visit to your academy on 17 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in February 2104. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- maintain the rapid improvement needed to become at least good at its next inspection by sharpening the post-Ofsted improvement plan with more precise details of the intended impact of actions and the interim steps towards this, specifying how governors will check that this impact has happened and ensuring that targets include details of the progress expected from groups of students
- ensure that, once confirmed by governors, the new policy on marking is rapidly and consistently implemented so that teachers' better marking leads to students' faster learning.

Evidence

During the visit, meetings were held with you, senior leaders responsible for the quality of teaching and for raising achievement, the subject leaders for English and mathematics, the head of the sixth form, a group of seven most-able students, the Chair of the Governing Body and a representative of the local authority. The post-Ofsted improvement plan and other documents were evaluated. Visits to classrooms took place accompanied by a senior leader.

Context

The posts of two temporary senior leaders have been made permanent. The roles of senior leaders have been extended to include oversight of subject areas. Governors have changed their responsibilities so that each key improvement priority is monitored by a governor.

Main findings

Senior leaders and governors responded quickly to the inspection findings. They have accelerated improvements planned from the start of the academic year, for example, in developing the new policies for marking, and the management of teachers' performance. New initiatives have led to closer links between senior leaders and subject leaders so that subject leaders receive greater challenge and closer support. Actions to rapidly increase the achievement of Year 11 students have led to faster progress. Senior leaders have an honest understanding of the progress the academy has made.

Through training and coaching activities which match teachers' needs, teaching is improving. Senior leaders' observations of teaching and learning indicate that less effective teachers are responding to this and practice is getting better. Teachers are contributing to a half-termly newsletter about effective approaches to teaching and learning so that good ideas can be shared. The students I met said that teachers have higher expectations of them and are setting more challenging work.

New tablet computers have been purchased allowing students better access to information and communication technology. This is supporting better learning such as in a Year 9 English lesson where students were highly motivated and learned well as they used the new computers to share good written work with the class. Learner journals which allow students to store pieces of assessed work have been introduced for sixth form students. The sixth form students I talked with said that this helped them learn by referring back to earlier work more easily and see the progress they have made. Senior leaders plan for learner journals to be used with other students in the next academic year.

Marking remains of inconsistent quality. A new policy has been developed and is being considered by governors. The policy expects teachers to mark in ways which support students' further learning. Senior leaders expect marking to improve when the policy is implemented in September.

Leadership and management are improving. Data on students' achievement is being better used, for example, in planning revision activities for Year 11 students. The closer links between senior leaders and subject leaders mean that more challenging conversations about students' progress are taking place. Teachers are putting more emphasis on students' progress in their discussions with parents at parents' evenings.

A new policy for teachers' performance management has been written. It is in the final stages of being confirmed by governors. This policy sets expectations to match the stage of teachers' careers and strengthens the link between teachers' pay progression and the progress their students make.

The Principal has taken the lead in organising a training programme intended to improve middle leadership with a group of local schools. Teachers taking part in this training are enthusiastic and positive about the effect on their practice.

Governors provide strong support and effective challenge to academy leaders. The width of governors' background and experience allows them to do so across the range of academy activity. Governors have increased the impact of their work since the inspection with more rigorous scrutiny by individual governors of each of the academy's improvement areas.

Senior leaders have prepared a post-Ofsted improvement plan. This includes a pledge to ensure that all students achieve well, receive high quality teaching and have a caring and supportive environment. The pledge sets a clear vision for the academy and indicates the determination of leaders and teachers to see this fully in place.

The plan details the actions to be taken to improve eight broad areas of the academy's performance. These incorporate the key areas identified during the inspection. The plan includes targets for the achievement of students. While these include the overall attainment and progress expected of Year 11 students in the next two years, they only refer to the attainment of specific groups of students. This means that it is harder to identify that all groups of students are making the progress required to ensure that the expected standards are reached. Indicators to judge the progress being made on the planned actions are also included. However, these do not always give enough detail to ensure that the expected final impact of the actions is clear or that improvement is easily checked at interim stages. Furthermore, the role of governors in checking on these is not specified. The plan

therefore needs to be sharpened to ensure that progress on all areas is as rapid as possible.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

External support

Academy leaders have continued to have close links with the local authority. Local authority officers know the academy well and provide helpful advice and support to the academy. Effective partnerships are in place between the academy and other local schools, for example, in the shared approach to sixth form provision and in the recently started training for middle leaders.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wirral.

Yours sincerely

David Selby
Her Majesty's Inspector

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26 June 2014

Ms Lena Wheatley
Interim Headteacher
Emslie Morgan Alternative Provision School
(Wirral Alternative School Programme)
235 Leasowe Road
Wallasey
CH45 8RE

Dear Ms Wheatley

Special measures monitoring inspection of Emslie Morgan Alternative Provision School (Wirral Alternative School Provision)

Following my visit to your school on 24 and 25 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in February 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Management Committee and the Director of Children's Services for Wirral.

Yours sincerely

Christina McIntosh
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2013

- Improve teaching overall so that it is good or better in all year groups by:
 - ensuring science and ICT are taught by suitably skilled teachers
 - ensuring greater consistency in the practice of teaching staff
 - raising teachers' expectations about the amount and quality of work they should be expecting of students
 - ensuring that teachers set work that is appropriate to individual students' needs and makes them think and work hard
 - making sure that teachers provide lessons which engage and interest students so they will want to attend them.

- Improve students' behaviour and attendance by:
 - making sure that all staff apply school rules consistently in all situations, and with all students
 - ensuring all staff manage effectively minor misbehaviours in the classroom
 - developing strategies and approaches that encourage students to attend more regularly.

- Improve the effectiveness of leadership, management and governance by:
 - ensuring that the local authority and management committee understand and fulfil their respective roles, including the performance management of the headteacher
 - ensuring that leaders and managers do more to check the impact of what they do on improving the school's performance
 - making certain that all subjects including science and ICT are led and managed by effective, permanent members of staff
 - establishing how much money is received through the pupil premium and making sure this is used effectively to improve outcomes for students known to be eligible for support through this funding
 - providing practical equipment for students to use in science lessons and up-to-date reliable computers and other equipment to support teaching and learning in ICT.

Report on the fourth monitoring inspection on 24 and 25 June 2014.

Evidence

I observed the school's work, scrutinised a wide range of documents and met with the interim headteacher, the interim deputy headteacher, the assistant headteacher, middle leaders, staff, members of the management committee and spoke on the telephone with the senior manager for school improvement from the local authority. I observed lessons in both key stages and met with students informally to discuss their experiences and views of the school. I visited three off-site providers of alternative provision (Cornerstones, Educ8 and Shaftesbury) that the school uses to provide a wider curriculum for groups of students in Years 10 and 11. I also attended a staff meeting about students' progress and behaviour for learning.

Context

The interim headteacher has been in post since February 2014. The substantive deputy headteacher returned to the school on a part-time contract and the interim deputy headteacher shares this post. The assistant headteacher returned to the school and has responsibility for inclusion and the nurture group. A middle leader has been appointed to monitor and evaluate how pupil premium funding is used to improve the progress for students; he has also been given the role of special educational needs coordinator. Five supply staff are covering staff absences.

The number of students on roll has increased from 69 to 82 since my last visit, consisting of 20 students in Key Stage 3 and 62 students in Key Stage 4. The school now uses providers for alternative provision; Rocket Training has been added since the last monitoring inspection.

The vacancy for a parent governor on the management committee has not been filled. An academy sponsor has been identified and is expected to take over the management of the school in January 2015.

Achievement of students at the school

Most Year 10 students, who have their educational programme based at school, recently undertook a successful work experience week, as part of their preparation for work course. The response from employers was very positive. Most Year 11 students are progressing on to further education, training or employment in September. However, six students have yet to confirm their next steps; they continue to be monitored and supported by the Connexions service so they have an opportunity to enter further education or training in the future.

The interim headteacher has introduced meetings to target support for any students not making expected levels of progress. The staff meeting I observed included discussion about the students' revised individual education and behaviour plans so that these could target behaviour, literacy and mathematics more effectively to support progress in class. The data on students' progress is being transferred onto a specialist database so that information can be analysed more effectively in September with the aim of improving reporting to parents.

The leader of external provision, in post since March 2014, has an excellent knowledge of the individual students and has introduced new, robust processes and procedures to track progress of students who attend off-site provision. As a result, reports on students' progress are analysed more rapidly; for example, a student who had chosen an inappropriate placement was mentored and successfully transferred to a more appropriate course. Students on home tuition are well supported and their progress is being tracked and appropriate support is being offered so they can reintegrate more quickly into school.

Staff have been trained to set up and run a nurture group for students who need more support: students' progress is improving as a result of more focused target setting. There is evidence in students' work of reading and mathematics skills improving in Key Stage 3 and a greater emphasis on improving reading skills is being supported across the school.

The quality of teaching

Teaching assistants are assigned to a subject area so they can support both students' learning as well as their behaviour. The effectiveness with which teachers match appropriate learning activities to students' abilities and interests has improved. This is as a result of training and better quality individual education and behaviour plans, which are more informative. Training has also focused on constructive feedback so students understand how they can improve their work. Verbal feedback to students during lessons is good; however, written feedback in books is not regularly followed up by students, to show they have understood how to improve their work.

Teachers' planning is more consistent due to a shared medium-term planning framework. The improved consistency of approach by staff can be seen in an improved learning environment where students' work is on display and achievements are celebrated. Students' skills in reading and understanding written texts have a stronger focus in all subjects. This is because students' reading levels are shared more widely with staff, which enables them to act more quickly and precisely because they have a better grasp of students' individual starting points.

Behaviour and safety of students

Students respond well to the improved facilities in the dining hall and use the area more sociably. The students' GCSE art exhibition is proudly on display there and appreciated by the majority of students. Staff and students worked collaboratively to improve the school entrance by painting 'welcome' in various languages on the wall and planting containers. Work displayed around the school reflects a shared commitment by students and staff to creating a positive learning environment.

Behaviour management, including the use of rewards, sanctions and specific behaviour targets, is used more consistently. As a result, behaviour has improved in the school. The number of incidents has reduced and the school's analysis of behaviour patterns confirms the positive impact of the nurture group in Key Stage 3. Attendance, at around 63%, remains too low. However, the ability to capture attendance information and respond has improved. The school's education social worker and senior leaders conduct home visits to engage parents and encourage improved attendance by the students.

Improved systems to monitor and evaluate the off-site provision are in place and students engaged positively in the hairdressing, construction and other courses during my visits.

The quality of leadership in and management of the school

Students' behaviour is more settled; staff roles and responsibilities are clearer and staff morale has improved since the last monitoring inspection. Middle leaders are empowered to manage and lead their specific areas and be responsible and accountable for improvement and development. Routines are not being regularly disrupted. Staff, at all levels, are willing to point out any lack of consistency for the benefit of all involved.

The management committee supports the interim headteacher and is working with the local authority regarding the analysis of the impact of pupil premium funding, whole-school data collection, and the school website which is nearing completion. However, the leadership of the school remains uncertain. The management committee does not have robust systems in place to check the impact of what leaders and managers do to improve the school's performance. The interim headteacher is employed on a short-term basis and has not been subject to a performance management review. There has been no self-evaluation of the school completed nor detailed action plan for the next academic year. The local authority report regarding the admission processes and role of the school has been received by the management committee but they are not aware of how this is to progress. The development of the leadership and management of the school remains uncertain because the conversion to an academy has been postponed until January 2015.

External support

The local authority continues to support the school by monitoring the progress of its action plan and providing financial support and advice with staffing issues. The local authority provided a consultant to work with the school to analyse the impact of the pupil premium funding and to support and challenge the development of the school's data systems. It also gave technical support to develop the school website.