

# Church Drive Primary School

## Inspection report

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<b>Unique Reference Number</b>	105053
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336409
<b>Inspection dates</b>	16–17 November 2009
<b>Reporting inspector</b>	Mr John Dunne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community School
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Molyneux
<b>Headteacher</b>	Mr N Long
<b>Date of previous school inspection</b>	April 2007
<b>School address</b>	Church Drive Port Sunlight Wirral CH62 5EF
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at assessment data, individual education plans, case studies and monitoring and evaluation documents. Forty parental questionnaires were analysed.

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

- the capacity of leaders and managers to secure improvements in attainment, particularly in mathematics
- whether teaching is securely challenging and effective so that recent improvements are likely to be maintained and built upon
- how successfully the curriculum has been adapted to enable all to make good progress
- pupils' understanding of diversity and how well the school is promoting engagement with community groups beyond the school and the immediate locality.

## Information about the school

The school is slightly larger than average. The proportion of pupils entitled to free school meals is above average. Most pupils are of White British heritage; a small proportion is from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is lower than average. The Early Years Foundation Stage comprises of a Nursery and Reception class in interlinked classrooms with continuous access to an open play area. Some pupils attend the before and after-school care facility that is not managed by the school. This was not inspected on this inspection. A separate report is published on the Ofsted website. The school has gained a number of awards including: Healthy Schools award, Basic Skills Agency Quality Mark, Exceptional Delivery of National School Sport Strategy award and the Financial Management Standard in Schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**3**

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

**3**

## Main findings

The school offers a satisfactory and improving quality of education. It has a number of strengths which include the good provision for children in the Early Years Foundation Stage. Pupils' behaviour and relationships with each other and adults are good both in class and around school. Their understanding of how to stay healthy is well developed. This is making a positive contribution to their personal development. As result, pupils enjoy school.

Following the last inspection, standards declined at the end of Key Stage 2 and remained stubbornly low in mathematics. New appointments significantly strengthened the senior leadership team. This enabled the school to implement a range of measures which have been effective in raising attainment. It is now broadly average overall including in mathematics and is continuing to rise significantly faster than the national trend. Progress is good in Years 1 and 2 and satisfactory in Key Stage 2. This is partly because successful changes to the curriculum in the earlier years are now more effectively promoting learning. This is now beginning to happen in Key Stage 2. Because of this and a legacy of previous underachievement, progress in Years 3 to 6 is not as fast as that in Key Stage 1 but it is improving year-on-year.

Pupils are courteous and show respect for those from different backgrounds and cultures. The school does not provide sufficient opportunities for pupils to engage regularly with people from a wider range of cultures to help them gain an understanding of the multicultural nature of the British society.

Leaders and managers at all levels are hard working and committed to securing improvements. Self-evaluation is broadly accurate. Much has been done to improve teaching and raise attainment. However, systems for monitoring and evaluating the quality of teaching and the school's effectiveness lack rigour. Therefore, the plans for improvement are not always sufficiently focused on the key priorities for improving outcomes for pupils. Governors are equally dedicated to the school. However, shortcomings in the quality of information they receive reduces their ability to effectively support and challenge the school. Despite this, there is a track record of sustained improvement and this illustrates that the school has a satisfactory capacity to improve further.

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

- Improve the effectiveness of leaders' and managers' monitoring and evaluation by:
  - ensuring the school development plan is more sharply focused on the key areas for improvement and indicates how these will be implemented and monitored over time.
  - making sure that the monitoring of teaching is more sharply focused on improving learning outcomes.
  
- Enable governors to more effectively hold the school to account by:
  - providing them with more detailed information in relation to the school's performance in key areas
  - ensuring that procedures relating to the recording of progress towards bringing about improvement are more formally documented.
  
- Improve pupils' understanding of the issues relating to living in a British multicultural society by:
  - providing greater opportunities for them to engage with people from a wider range of cultures more regularly.

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

## Outcomes for individuals and groups of pupils

3
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Standards have been low for a number of years, particularly in mathematics. They have risen and tests in 2009 showed average standards were being reached in all areas. Given that pupils leave Reception with standards broadly in line with expectations, this represents satisfactory progress. Lessons and work seen showed that pupils are making increasingly better progress in Key Stage 2. This is because they respond positively to opportunities to work both independently and collaboratively on appropriately challenging tasks. Where the teaching is less effective and tasks are either too easy or too hard for some groups, learning and progress slows. Positive relationships and pupils' good behaviour mean that they have good attitudes to learning. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress.

Pupils' happy, welcoming faces show that they enjoy school and feel safe. Their social, moral, and spiritual development is good. Pupil's cultural development is less well developed as they have few opportunities to engage with people from a range of cultures. They show good understanding of right and wrong and good levels of respect and tolerance for others. They enjoy taking on responsibilities by playing an active part in the school forum or becoming playground leaders, for example. Nutritious food served throughout the day, active participation in physical activity and

effective teaching of issues relating health ensure that pupils' understanding of a healthy lifestyle is good.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching is satisfactory overall because most pupils are making no better than satisfactory progress by the time they leave. However, it is improving due to increasingly effective assessment procedures and good marking which clearly tells pupils how to improve to meet specific targets. Teachers mostly make good use of assessment information but there are occasional inconsistencies which mean that tasks are not always matched well enough to pupils' needs. Classroom teaching assistants are very effectively used and have played a significant part in recent improvements. Pupils in Key Stage 1 enjoy the opportunities that they have to do topic work, which gives them the chance apply increasingly well-developed basic skills across a wide range of subjects. This is only beginning to be developed in Key Stage 2. Pupils are very enthusiastic about the range of enrichment activities the school provides. Participation rates are high. Pupils achieve well in the arts due to the good provision. Enrichment opportunities add significantly to pupils' enjoyment and adoption of healthy lifestyles.

Pupils say that the adults will quickly sort out the rare cases of bullying or any other problems. Suitable arrangements for transition ensure that children settle into the different settings for learning as they progress through the school. Although pupils are kept safe, the school is not always quick enough in following up reasons for absence.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

A recently invigorated leadership team is committed and motivated to embed ambition for further improvement. As a result, teachers understand what needs to be done and are collaborating well in teams and this is leading to improving outcomes. The systems for formally prioritising what needs to be done and clearly indicating the strategies for how they will be achieved are not always robust enough. There is a similar picture in terms of the monitoring of teaching and learning, because the programme of monitoring activities is not shaped consistently from an accurate evaluation of strengths and areas for improvement. Leaders and managers at all levels are committed to equality and tackling discrimination. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress as a result.

Safeguarding procedures are satisfactory. Statutory requirements are met. The school's promotion of community cohesion is satisfactory. While a harmonious school community is evident and the pupils are involved in the local community, opportunities for pupils to explore other cultures and global issues are at an early stage of development. Governors are very much involved in the life of the school. The quality of written information they receive about the school is not always as much as they need and this sometimes leads to a lack of formal record keeping. Governors have made a number of influential contributions to the school's improvement, for example recommending the appointment of additional, effective teaching assistants.

### *These are the grades for the leadership and management*

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

## Early Years Foundation Stage

Children get off to a good start to school in the Early Years Foundation Stage. From starting points which are below those expected, children make good progress because teaching is good. They attain standards which are generally in line with age-related expectations by the time they enter Key Stage 1. Children make very good progress in their personal development but less progress in writing than other areas.

Staff have identified this and are effectively modelling language well and exploiting opportunities for imaginative talk. Activities are well organised and provide children with a wide range of appropriate learning opportunities with a good balance between activities led by adults and those chosen by children.

The Early Years Foundation Stage leader communicates high expectations. Her leadership is effective. She encourages all staff to take ownership by familiarising themselves with all aspects of planning and assessment for all stages of learning. She has a good knowledge of strengths and areas for development and plans appropriate professional development. Children’s welfare is securely looked after. Procedures for tracking children’s progress are effective in enabling their individual needs to be identified and planned for. Links with parents and outside agencies are firmly established so that support for children with particular needs is quickly arranged.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for pupils in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Approximately one eighth of families returned a parental questionnaire. These indicate that a large majority of parents are positive about the way the school cares for and educates their children. A few families thought that their children were not making enough progress and that school could do more to help them support their children’s learning. Inspectors judge pupils’ progress to be satisfactory but agree that the school could do more to inform and involve parents.



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

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

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

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	55	14	35	1	3	1	3
The school keeps my child safe	24	60	14	35	0	0	0	0
The school informs me about my child's progress	17	43	18	45	4	10	0	0
My child is making enough progress at this school	21	53	10	25	7	18	0	0
The teaching is good at this school	19	48	16	40	3	8	0	0
The school helps me to support my child's learning	18	45	14	35	4	10	2	5
The school helps my child to have a healthy lifestyle	15	38	20	50	2	5	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for pupils who are finishing school, entering further or higher education, or entering employment)	15	38	14	35	3	8	1	3
The school meets my child's particular needs	15	38	18	45	3	8	1	3
The school deals effectively with unacceptable behaviour	12	30	20	50	4	10	0	0
The school takes account of my suggestions and concerns	14	35	19	48	3	8	0	0
The school is led and managed effectively	22	55	13	33	3	8	0	0
Overall, I am happy with my child's experience at this school	23	58	13	33	1	3	2	5

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

## Common terminology used by inspectors

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



18 November 2009

Dear Pupils

### **Inspection of Church Drive Primary School, Wirral, CH62 5EF**

I am writing on behalf of the inspectors who visited your school recently. We greatly enjoyed meeting you. Thank you for the warm welcome you gave us in your happy school. We have judged that yours is a satisfactory school which is improving.

You get a good start in Nursery and Reception and progress well throughout Years 1 and 2. Lessons are getting better for the older pupils and standards in those years are going up. Your teachers put on a lot of extra activities for you and you appreciate this. They give you good advice so you know how to improve your work. They also do a good job in teaching about how to stay healthy. You are growing up to be polite, sensible young people with self-confidence. We were pleased to see how well you behaved and the way everyone gets on well with each other.

Your headteacher and other staff are working to improve your lessons and we saw these improvements in the lessons we visited. We have asked staff to think about other areas for improvement which will make your school even better.

- To check more thoroughly on how your teachers are making your lessons better.
- To improve how managers plan the ways to improve your school and to give your school governors more information, so they can do more to help.
- Give you more chances to meet people from different cultures so that you get a better understanding of areas which are different from where you live.

All the best for the future!

Yours sincerely,

Mr John Dunne  
Lead inspector

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