

New Brighton Primary School

Inspection report

Unique Reference Number	104992
Local authority	Wirral
Inspection number	355677
Inspection dates	07–08 April 2011
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	535
Appropriate authority	The governing body
Chair	Andrew Peckham
Headteacher	Coleen Hibbard
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons and observed 20 teachers in their classrooms. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at a range of documentation, including pupils' progress and attainment data, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 208 completed questionnaires. They also took into account the views pupils and staff expressed in the questionnaires they returned.

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

- The school's ability to sustain and build on recent improvements in outcomes at Key Stage 2 and to make rapid improvement in outcomes at Key Stage 1.
- The consistency of the quality of provision, especially in English, across Key Stages 1 and 2.
- The impact of improvements carried out since the last inspection in the Early Years Foundation Stage on the quality of education provided and on outcomes for children.

Information about the school

The school is considerably larger than most other primary schools. It serves a residential district, drawing its pupils from across a wide geographical area. The proportion of pupils known to be eligible for free school meals is above average. The proportion with special educational needs and/or difficulties, including pupils with a statement of special educational needs, is also above average. Most pupils are from White British backgrounds, with a very small proportion from other heritages. The nursery class has places for 52 children and is fully subscribed. A further intake of around 40 children joins the school's reception classes each year. The proportion of pupils who join the school at times other than the usual transition points is slightly above average.

The school is resourced by its local authority to provide a 10-place unit in Key Stage 1 for pupils with expressive language difficulties and also to provide a 12-place unit in Key Stage 2 for pupils with moderate learning difficulties. Pupils attending these provisions are drawn from across the local authority area.

A before- and after-school club is provided each day during term time. Since its last inspection the school has achieved the Family Works award and the Activemark.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, providing outstanding care, guidance and support for its pupils. The momentum of continuous school improvement is being sustained successfully and, as a result, although attainment is currently average, it is rising rapidly and pupils' overall achievement is good. Key contributory features are good leadership and management, good teaching, a lively curriculum and the very strong and highly effective partnerships the school has forged in and beyond its locality and with parents and carers.

Most children's skills are around those expected for their age when they join the nursery class, although some who join at the start of reception have lower starting points. Outcomes at the end of Key Stage 2 have improved over the past two years. Attainment and progress in 2009 showed improvement. In 2010, attainment at the end of Key Stage 2 was broadly in line with national standards and was significantly higher than in previous years. This is the result of on-going improvements in provision, and the impact of these can also be seen in rising attainment in the current school year across all year groups in reading, writing and mathematics. Pupils across the school are now making good progress and achieving well in those subjects.

Pupils' contribution to the development of the community, both in school and in the locality, is excellent. Parents and carers express their great appreciation of the school's extremely caring ethos and pupils value their school and enjoy the learning activities it provides for them. Initiatives to improve pupils' writing skills are bringing about rapid improvements in the quality of their written work. This is having a positive impact on their enjoyment of learning and on their progress and attainment across the curriculum. Although the quality of teaching was good or better in most of the lessons seen, with some effective strategies now in use, there is a very small residue of teaching that is satisfactory. Good overall provision in the Early Years Foundation Stage is helping to get children's education off to a good start. However, there are too few regular opportunities for children to take part in investigative learning activities.

There is a strong team ethos with staff and a knowledgeable and effective governing body sharing a sharp focus on improvement and a keen resolve to take the school forward. Rigorous monitoring and review mean that the school's self-evaluation is accurate. Strategic planning, informed by careful analysis, has already begun to

move the school forward and is leading to improved outcomes for pupils. All of this, together with the skills and talents of staff and leaders, including the governing body, demonstrates that the school has good capacity to continue to improve.

What does the school need to do to improve further?

- Reinforce the ongoing drive to raise pupils' overall attainment and accelerate the rate of their progress by ensuring that:
 - the very small amount of satisfactory teaching is eliminated so that all teaching is at least good and learning is supported by an appropriate pace in all lessons
 - learning activities in the Early Years Foundation Stage include frequent opportunities for extended investigations to enable children to apply and develop their skills and knowledge.

Outcomes for individuals and groups of pupils

2

Pupils show interest in their work in lessons and are responsive learners. They enjoy working with a partner or in a group and they share and offer their ideas with confidence. Their study skills are developing well. They listen carefully and present their work with care. In 2010, most pupils reached average levels in English and mathematics at the end of Key Stage 2; the proportion reaching the higher level in English was below average, although it was average in mathematics. Attainment at the end of Key Stage 1 in 2010 was below average in reading, writing and mathematics. Strenuous efforts have been made to raise attainment and improve progress across the school and this has had a very positive impact on outcomes in the current year. Assessment data, pupils' current work and evidence seen in lessons all show that pupils in every year group are now making good progress in reading, writing and mathematics. Pupils' writing skills have improved considerably. Older pupils in particular are now confident, enthusiastic writers, frequently producing written work of high quality. Pupils in Year 2 are on track to reach average standards in assessments at the end of the school year. In Year 6, the attainment gap between English and mathematics at the higher level has closed and an above-average proportion of pupils is working at the higher level in both subjects. Pupils with special educational needs and/or disabilities, including those who are receiving the resourced provision, make good progress in relation to their starting points and abilities, in line with that of their peers.

Pupils show a good understanding of issues around personal safety. They form good relationships with each other and with the adults in school and they say they are very confident help is on hand if they encounter any problems. Pupils and parents agree that school is a place of safety. Attendance is above average. Pupils have a good understanding of how to keep themselves healthy and they participate enthusiastically in the range of activities provided to support their health, fitness and well-being. They enjoy taking on responsibilities, for example, as very influential school councillors. They are enthusiastic fundraisers for charities at home and abroad. Their active participation in local events, such as the consultation for the re-development of the nearby promenade, is exceptional. All of this, together with their rapidly improving basic skills, contributes to preparing them well for the next stage in

their education. Pupils show a good understanding of the sound moral values the school promotes and this is reflected in their good behaviour and considerate attitudes.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good, sometimes outstanding teaching is contributing well to pupils' learning and helping them to progress more rapidly. Lessons are planned well to take the range of pupils' needs into account. In the small minority of less-effective lessons, slower progress was due to the slower pace of learning; in most lessons, however, learning moves along briskly and this is helping pupils to progress more speedily. Regular assessment means that class teachers have an overview of progress and this helps them identify where extra support is needed. Teaching assistants help to support pupils' learning effectively, especially those who have additional needs.

The curriculum promotes pupils' learning and personal development well. Pupils enjoy an increasing number of opportunities to practise and develop their basic skills, especially in writing, through work across the range of subjects. Topics that are relevant for pupils are helping to make learning interesting. The curriculum is enriched by opportunities for pupils to develop skills in sports and the arts and to learn a modern foreign language. A range of visitors and visits helps to promote pupils' personal, social, health and citizenship education. Good teaching and support for pupils with special educational needs and/or disabilities ensure they enjoy full access to learning and are included in everything on offer.

Pastoral care is excellent and the school works very sensitively to support its more vulnerable pupils and their families. This is helping to break down barriers to learning and progress that pupils sometimes encounter. Attendance and punctuality are promoted very effectively. Strong links with local high schools benefit pupils at transition. The school collaborates extremely well with a very wide range of agencies that support pupils' health, welfare, social and learning needs. The popular before-

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

and after-school club is appreciated by pupils and parents and the latter provision rounds the school day off happily.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides clearly-focused, strategic leadership. She is supported by an effective deputy head and able senior staff also assist in assuring the good quality of provision. Staff and governors share her firm commitment to continuous improvement and her ambition to achieve the best possible outcomes for pupils. The school plans appropriate actions for raising attainment and increasing progress and the information from termly progress reviews is used well to plan 'next steps' in provision. Expectations are high and the school carries out a careful analysis to ensure appropriate challenge and support is provided for every pupil. A supportive and well-informed governing body is an effective critical friend to the school. Rigorous and constructive monitoring has helped to raise the overall quality of teaching from satisfactory to good. Leaders are aware that further action is needed to eliminate a very small residue of satisfactory teaching.

Parents and carers greatly appreciate all that is done to support their children's welfare and the partnership between home and school is particularly strong and beneficial for pupils. It is supported by excellent communications, including regular newsletters, meetings, workshops, drop-ins and questionnaires and through close links with the nearby Children's Centre. The school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through an on-going review of their effectiveness. Its inclusive ethos supports the promotion of equal opportunities and access to educational entitlement well. The school makes a good contribution to community cohesion through its frequent involvement in community activities and also through its developing links with other schools at home and abroad. An extensive range of partnerships helps support pupils' personal and academic development extremely well; for example, recent work with a local history organization added valuable enrichment to pupils' investigations of the area's Viking past.

These are the grades for the leadership and management

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

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

Early Years Foundation Stage

Children make good progress and gain positive attitudes, becoming happy, interested learners, so that, by the end of the Reception year, most are working at the expected levels for their age. The quality of teaching is good and children are provided with a good balance between activities they choose for themselves and those led by adults. This supports the development of independence skills well. Opportunities are provided for children to learn through a good range of play activities, but adults do not always encourage them to extend investigations beyond an initial stage and this sometimes limits the impact of play on their learning. Assessments are informed by evidence gathered through observations of the children in their activities and staff use this information well to help them plan the next steps in their learning.

The setting is effective in identifying and supporting children with additional learning needs, including children receiving the resourced provision. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff establish the very positive relationships with parents that prevail throughout the school. The setting is led and managed well and the staff team work together well. Staff have created a stimulating and supportive learning environment. The outdoor learning curriculum has been improved since the last inspection and is now good. Provision is monitored regularly and this supports on-going improvements. Procedures to ensure children's welfare are good and meet all requirements.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Around half of parents and carers responded to the questionnaire. The vast majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgements on the school's good overall effectiveness, the excellent care, guidance and support it provides for its pupils and its exceptionally strong partnership with parents and carers. Negative criticisms of specific aspects of provision were few and

were often balanced by a positive overall view of the school's effectiveness. A small proportion of parents and carers raised issues about behaviour management in school, although many others reported that they, like the inspection team, felt that the school manages behaviour well. Others were critical of the school's promotion of healthy lifestyles; again, numbers were low and criticisms were non-specific or not supported by a written comment. The inspection team found that pupils have a good understanding of issues around healthy living.

Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received **208** completed questionnaires by the end of the on-site inspection. In total, there are 535 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	121	58	81	39	6	3	0	0
The school keeps my child safe	138	66	68	33	1	0	0	0
The school informs me about my child's progress	128	62	76	37	4	2	0	0
My child is making enough progress at this school	124	60	81	39	3	1	0	0
The teaching is good at this school	140	67	66	32	1	0	0	0
The school helps me to support my child's learning	132	63	71	34	3	1	0	0
The school helps my child to have a healthy lifestyle	104	50	89	43	11	5	0	0
The school makes sure that my child is well-prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	111	53	84	40	7	3	0	0
The school meets my child's particular needs	116	56	88	42	3	1	0	0
The school deals effectively with unacceptable behaviour	111	53	83	40	11	5	0	0
The school takes account of my suggestions and concerns	105	50	92	44	6	3	2	1
The school is led and managed effectively	129	62	75	36	3	1	0	0
Overall, I am happy with my child's experience at this school	141	68	64	31	1	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

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

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

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

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



11 April 2011

Dear Pupils

Inspection of New Brighton Primary School, Wallasey, CH45 1LH

Thank you for the warm welcome you gave the inspectors when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We found that New Brighton Primary is a good school and that it is a happy place for you to learn and grow together. You are well-behaved and polite young people. You work hard in your lessons, you enjoy your work and you get on well with each other and with the grown-ups in school. You make an excellent contribution to the life and well-being of your school and the community around it and you benefit greatly from the school's wonderful range of partnerships in the neighbourhood and further afield. The headteacher and the staff have achieved an excellent partnership with your parents and carers and this also greatly benefits you all. They look after you extremely well. They have been working hard, too, to make sure you are taught well and that lessons are really interesting for you. Your progress in learning has improved and standards are rising, especially in writing. Keep up the good work!

These are some things I have asked the school's leaders to do, because I think they will help your school to carry on improving.

- Make sure that teaching is always good or better.
- Make sure that children in the Early Years Foundation Stage have plenty of opportunities to learn through carrying out investigations in their play activities.

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

I wish you all the very best for the future.

Yours sincerely,

**Diane Auton
Lead Inspector**

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