

# Bidston Village CE (Controlled) Primary School

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

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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

<b>Unique reference number</b>	131281
<b>Local authority</b>	Wirral
<b>Inspection number</b>	444117

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

<b>Type of school</b>	Primary
<b>School category</b>	Controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Ronald Iveson
<b>Headteacher</b>	Mrs Lynne Hazeldine
<b>Date of previous school inspection</b>	13 December 2010
<b>Telephone number</b>	0151 652 0673
<b>Fax number</b>	0151 653 2405
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