

Appendix 1 – Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

| School | Date | Overall Ofsted judgement | Areas of inspection framework that are graded individually | | | | | Areas for development |
|--------------------------|--------|--------------------------|--|-------------------------|----------------------|---------------------------|---------------------------|--|
| | | | Quality of Education | Behaviour and attitudes | Personal Development | Leadership and Management | EY / 6 th form | |
| Grove Street | Oct-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> Leaders should ensure that teachers are equally well trained to assess what pupils know and can do across the full range of curriculum subjects. |
| South Wirral High School | Oct-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> Leaders must ensure that they provide staff with high-quality training on how to effectively check pupils' learning. This is so that teachers can ensure that pupils' learning is secure before they are introduced to new content. Leaders should ensure that teachers are sufficiently well trained to use the information that they receive to adapt their delivery of the curriculum to meet the needs of pupils with SEND. |

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| Eastway Primary School | Oct-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders must set out all the knowledge that they wish pupils to learn in these remaining subjects. • Leaders must ensure that these pupils have sufficient opportunity to develop their fluency in reading, alongside their phonic knowledge. |
| Holy Cross RC Primary School | Oct-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should work with families and external agencies to improve attendance so that all pupils benefit fully from the good quality of education and care that the school provides. • Leaders should review how the development of vocabulary is integrated into each subject so that this aspect of literacy does not limit how well pupils achieve. |
| St Joseph's RC Primary School (Bhead) | Nov-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should finalise their curriculum thinking to ensure that all staff know what to teach and when across all subjects. • Senior leaders should ensure that subject leaders receive the training and guidance that they need to support teachers to deliver the curriculum more effectively in these subjects. |

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| West Kirby Grammar School | Nov-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should ensure that subject leaders are fully equipped to support teachers to deliver the curriculum consistently well. • As leaders finalise their curriculum thinking, they should ensure that teachers use assessment strategies more effectively in these subjects |
| Wirral Boys Grammar School | Nov-22 | Good | G | O | O | G | O | <ul style="list-style-type: none"> • Leaders should ensure that teachers are clear about the knowledge that pupils and students will learn and that teachers deliver these curriculums effectively. |
| Bedford Drive Primary School | Nov-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about what pupils should be learning and when this content should be taught. • Leaders should ensure that staff are supported well to adapt how they deliver the curriculum for pupils with SEND so that this group of pupils can learn the same ambitious curriculum as well as their peers. |

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| St John Plessington Catholic College | Nov-22 | Good | G | RI | G | G | G | <ul style="list-style-type: none"> • Leaders should ensure that teachers use assessment strategies effectively to check that pupils' knowledge is secure before moving on to new learning. • Leaders should ensure that all staff implement the new behaviour policy consistently well, so that these pupils develop positive attitudes towards staff and each other |
| Castleway Primary School | Nov-22 | Requires Improvement | RI | G | G | G | RI | <ul style="list-style-type: none"> • Leaders should check that the support these pupils receive focuses sharply on their particular difficulties. Leaders should also ensure that these pupils practise their reading regularly so that they develop fluency and confidence in their reading. • Leaders should ensure that subject leaders are sufficiently well trained to improve the delivery of the curriculum in their subjects to enable all pupils to achieve well. • Leaders should ensure that they communicate with parents and carers and take effective action to improve pupils' attendance so that these pupils attend school more often. • Leaders must ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember as the foundation for their future learning |
| Prenton High High School for Girls | Nov-22 | Good | Ungraded | | | | | |

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| Weatherhead High School | Nov-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should ensure that teachers identify and address misconceptions effectively so that pupils and students build their knowledge well over time. • Leaders should ensure that they support these pupils to improve their rates of attendance. | |
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| Our Lady and St Edward's RC Primary School | Nov-22 | Good | G | G | G | G | G | <ul style="list-style-type: none"> • Leaders should ensure that teachers have the strategies that they need to check that pupils are knowing and remembering more over time. • Leaders should ensure that all staff abide by the agreed approach to managing pupils' behaviour. | |
| Wirral Girls Grammar School | Dec-22 | Outstanding | O | O | O | O | O | | |
| Sacred Heart | Jan-22 | Good | Ungraded | | | | | | <ul style="list-style-type: none"> • In a minority of subjects, leaders' systems for assessing how well pupils are learning new subject knowledge have not been finalised. As a result, some teachers are not fully clear about what pupils know and can do. This hinders how well pupils are making connections between different topics. Leaders should finalise how teachers should use assessment systems in these remaining subjects. |
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| Heygarth | Feb-22 | Good | Ungraded | <ul style="list-style-type: none"> • Leaders should ensure that these pupils receive appropriate support to practise new sounds so that they can become confident and fluent readers. • Leaders should ensure that staff check pupils' understanding of earlier learning before moving onto more sophisticated concepts. |
| Raeburn | Feb-22 | Good | Ungraded | <ul style="list-style-type: none"> • Leaders should ensure that they are clear about the knowledge and skills that pupils should learn in these subjects. |
| Foxfield | Feb-22 | Good | Ungraded | <ul style="list-style-type: none"> • Leaders should make certain that teachers provide these pupils with reading books which contain letters and sounds that pupils know well, so that they can develop better fluency and accuracy in their reading. |

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| Coop Academy Portland | Feb- 23 | Requires Improvement | RI | G | G | RI | I | <ul style="list-style-type: none"> • Trustees and governors must ensure that leadership capacity within the school is strengthened to continue to improve the school, particularly the curriculum from the early years to Year 6. • Leaders should ensure that they finalise what pupils should know and remember in these subjects from the early years to Year 6. • Leaders should make sure that pupils, particularly those who struggle the most with reading, receive appropriate support from well-trained staff so that they catch up quickly. • Leaders must ensure that staff in the early years are clear about the important knowledge and vocabulary that children need to know and remember in readiness for their future learning. In addition, leaders should ensure that staff in the early years are equipped to deliver the curriculum effectively. |
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| <p>The Priory CE</p> | <p>Feb-23</p> | <p>Requires Improvement</p> | <p>RI</p> | <p>G</p> | <p>G</p> | <p>RI</p> | <p>RI</p> | <ul style="list-style-type: none"> • Leaders should ensure that there is greater clarity about what pupils will learn across the curriculum. • Leaders must ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember in readiness for their future learning. In addition, leaders should ensure that staff in the early years are able to deliver the curriculum effectively. • Leaders should take action to reduce levels of absence for all pupils. |
| <p>Ladymount Primary School</p> | <p>Feb-23</p> | <p>Good</p> | <p>Ungraded - next inspection will be graded</p> | | | | <ul style="list-style-type: none"> • Leaders should finalise the design of the curriculum in the early years and ensure that children are well-prepared for key stage 1. • Leaders should review the processes in place for recording, and responding to, any concerns about pupils' welfare. | |

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| West Kirby Primary School | Mar-23 | Good | Ungraded | | | | | <ul style="list-style-type: none"> Leaders should ensure that staff are fully equipped to design learning that helps pupils to develop a rich body of subject knowledge across the curriculum. |
| St Georges Primary School | Mar-23 | Good | Ungraded | | | | | <ul style="list-style-type: none"> Leaders should identify what pupils should know and remember through the curriculum. Leaders should ensure that, in these subjects, the key stage 2 curriculum enables pupils to build on what they already know and can do. |
| Manor Primary School | Mar-23 | Requires Improvement | RI | G | G | RI | G <ul style="list-style-type: none"> Leaders should ensure that they adapt the delivery of the curriculum to address the gaps that pupils have in their knowledge, skills and understanding of different subjects. Leaders must ensure that teachers deliver all the essential information that has been identified in each curriculum area. They must also ensure that teachers choose the most appropriate pedagogical activities to fully meet pupils' learning needs. Leaders should ensure that the systems that they use to check how well pupils are learning knowledge are fully effective. Leaders should improve the attendance rates of those pupils who fail to attend school as often as they should. | |

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| Pensby High School | Mar-23 | Good | Ungraded | <ul style="list-style-type: none"> As leaders further develop their assessment systems, they should ensure that these systems match the knowledge defined in the curriculum. Leaders should ensure that they support these pupils to continue to improve their rates of attendance. |
| St Andrews | Mar-23 | Outstanding | Ungraded - next inspection will be graded | <ul style="list-style-type: none"> Leaders should ensure that they identify the building blocks of knowledge that pupils need to learn so that teachers can plan learning that helps pupils to know and remember more. Leaders should ensure that targets identify the precise support required so that pupils with SEND can maximise their learning |
| Stanley | Mar-23 | Good | Ungraded | <ul style="list-style-type: none"> Leaders should ensure that the curriculum clearly identifies the small building blocks of knowledge that pupils will acquire as they progress through the school. Leaders should ensure that staff use teaching activities that are well matched to developing the knowledge and skills that pupils need to acquire. |

Key terms

O – Outstanding

G – Good

RI – Requires Improvement

I - Inadequate