



# Pensby Infant School

## Inspection Report

**Unique Reference Number** 105029  
**LEA** Wirral  
**Inspection number** 277274  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Mr Paul Bamber CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Kentmere Drive
<b>School category</b>	Community		Pensby
<b>Age range of pupils</b>	3 to 7		Wirral, Merseyside CH61 5XW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 648 2643
<b>Number on roll</b>	111	<b>Fax number</b>	0151 648 1583
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Gitsham
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs L Keyworth

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a smaller than average infant school. There are very few children from minority ethnic groups and a very small number of children use English as an additional language. The proportion of children with learning difficulties and/or disabilities is smaller than average. There are, however, a few looked after children. The school has Investor in People status, The Active Mark and is a Health Promoting School.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features and offers good value for money. In its self-evaluation, which is otherwise accurate, the school underestimated the children's exceptionally good personal development and the outstanding quality of the care and support it provides for them. Standards are good and children achieve well overall, acquiring effective basic skills in reading, writing, number and in using information and communication technology (ICT). However, more-able boys do not do as well as they should in reading. The quality and standards are good in the Foundation Stage. The children achieve well because of the effective curriculum. However, despite having access to good quality resources, there are some limitations in the outdoor provision for children in the Foundation Stage. Children behave extremely well and relate well to each other. They are confident, independent and responsible. Most are very aware of the need for healthy eating, take regular exercise and contribute in many ways to the life of the school. The quality of teaching and learning is consistently good and specialist teaching in drama, music and sport adds extra value to children's achievements. Parents, whose views are overwhelmingly positive, rightly comment in glowing terms how confident they are that their children are extremely well looked after. The headteacher is very effective. She sets high standards for children and staff, and promotes an openness to change with a clear agenda for improvement. The school has demonstrated its capacity to improve by the good record of improvement since the last inspection.

### What the school should do to improve further

- Raise the attainment and achievement of more-able boys in reading.
- Make the outside area for children in the Foundation Stage larger, more attractive and stimulating.

## Achievement and standards

### Grade: 2

Children achieve well, making good progress throughout the school. They enter the school with broadly expected standards and achieve well in all areas of their learning in the Nursery and Reception classes. They make the most progress in personal, social and emotional development and in their ability to calculate number. A larger than average proportion enters Year 1 having exceeded national expectations in all other areas of their learning. Children continue to make good progress in Years 1 and 2. They often reach well above average standards in the Year 2 teacher assessments in writing, mathematics and science. Good improvements made to the science curriculum have resulted in children responding well to the greater emphasis placed on investigative activities in the Year 2 annual assessments. Children's standards are high in writing, a result of an intensive focus on improving handwriting and the range of writing activities. Although reading standards are above average overall, more-able boys rarely achieve as well as girls. The school has acknowledged this but it is too early

to judge whether the strategies put in place to correct this imbalance have been fully effective. Children are confident speakers and regular lessons from a specialist drama and music teacher enhance their achievements in those areas of the curriculum. Vulnerable children, including those with learning difficulties and/or disabilities, make good progress.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development and well-being is outstanding. From a very early age children listen well and relate positively to adults and their peers. They behave very sensibly and thoroughly enjoy learning and joining in activities outside the classroom. As they get older, many take considerable responsibility for tasks around the school, including membership of the school council, acting as play leaders and as 'eco-warriors'. As a result, they are keenly aware of their responsibility as young citizens. Combined with their good development of basic skills, these attributes prepare them well for the next stage in their education and in life. Attendance is only broadly average as a result of the non-attendance for sustained periods of a very few children whose absence is more to do with their personal circumstances rather than any disenchantment with school. Children are well aware of the benefits of healthy eating and regular exercise. Children's spiritual, moral, social and cultural development is outstanding. They appreciate that people have different beliefs and customs to their own and their sense of spirituality is very evident when they tend the school garden or study the animal world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is consistently good throughout the school. Whilst being rightly focused on providing children with the basic skills of reading, writing and number, teachers successfully encourage children to become independent and confident learners. Overall, children have opportunities to work cooperatively, to make choices in their work and to assume responsibility for their own improvement. In both the Nursery and Reception classes, teaching is of good quality; because planning is detailed and assessment rigorous, the children enjoy activities that match their needs well. Lessons are exemplified by a positive atmosphere in which learning is enjoyable and productive.

In the best lessons, the pace is very brisk, planning is clear and detailed, resources and activities engage children's interest, and learning is reviewed helpfully. Throughout the school, teachers and support staff manage behaviour very effectively and positively. Where teaching could be better, pace is sometimes a bit slow and instructions are not always clear enough.

Outstanding specialist teaching contributes greatly to children's musical achievements and to their ability to speak and act out roles very confidently. Teaching for children with learning difficulties and/or disabilities is good, helping them to achieve well. Teachers assess children's work rigorously. The good quality marking and effective target-setting help children know what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum is of good quality and meets the needs of the vast majority of children. There are relative weaknesses in ensuring that more-able boys are provided with the most appropriate support and resources to promote their reading skills, and in the lack of a stimulating and a large enough outside area for the children in the Foundation Stage. There is considerable enrichment provided by the wide range of out of class activities, specialist teaching and coaching, and interesting visits and visitors to the school that children enjoy. Statutory requirements are met fully and children are made appropriately aware of how to manage relationships and of the potential dangers of substances and medication. The school is very proactive and successful in promoting healthy and safe lifestyles. All children are included fully in school life. Parents of children who have learning difficulties and/or disabilities or who come from different cultures speak warmly of the way in which their children have been welcomed by staff and children alike.

## **Care, guidance and support**

### **Grade: 1**

This is an outstanding aspect of the school's provision. Parents report positively about the excellent liaison between themselves and the staff regarding the welfare and progress of their children. They report unanimously that their children love school, feel safe and are extremely well cared for. This included the facilities for caring for the children before and after the normal school day. There are procedures in place to ensure children's protection, safety and security. The provision to support vulnerable children including those with learning difficulties and/or disabilities is excellent. Children's academic and personal progress is monitored rigorously. This contributes very well to their good and outstanding achievements in these aspects. Arrangements to prepare children for entry to the Nursery class and for the transfer to the adjacent junior school are very effective. The outstanding care and support provided underpins children's enjoyment of learning and their growing self-confidence.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. It is led by a very effective headteacher who sets high standards and constantly seeks improvement. The school is forward-looking, keen to learn from the good practice of others and willing to embrace change. Strong links and partnerships have been forged with local schools, the community, the local

authority and significantly with the national, school-based initial teacher training body. These partnerships contribute well to both children's achievements and to staff development. Popular with parents and highly regarded in the community, the school has a deserved high reputation for how effectively it includes all children in its provision. Together with the governors, the headteacher and other managers check rigorously on how well the school is doing. They are realistic about the strengths and weaknesses and implement sensible and realistic action plans to effect improvements. The school is aware of the issues identified in this report. It has made a good start in improving reading standards for more-able boys but progress is slower in enhancing the outside area for the Foundation Stage children. Governors are effective in supporting the school and in their monitoring of its performance and provision. They do not shy away from tough decisions when the achievements and welfare of children may be in question. They allocate resources pragmatically to ensure that standards are not compromised. The school has demonstrated through the way in which it embraces change and has successfully addressed the issues from the previous inspection that it has the capacity to improve even further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome during the days I spent in your school. I really appreciated the way you chatted to me and let me know so many interesting things about your school. I would like to share with you those things I thought were really good about your school and those things I felt it could do a little bit better.

What I liked most about your school:

- how confident you were in speaking up in class and around the school
- you do well in your lessons
- you have lots of extra interesting things to do out of the classroom
- you have good teachers and you are very well looked after
- you behave very well and take a lot of responsibilities around the school
- Mrs Keyworth and the other teachers who run the school know exactly what to do to improve it even further.

Although I think your school is good there are a couple of things I feel would make it even better:

- boys who learn quickly should do better with their reading
- the outside area for the Nursery and Reception children could be bigger and more interesting for them to play and learn in.

Thank you for helping me with the inspection of your school. I hope that you continue to really enjoy school and do very well with your work and carry on trying really hard.



# Pensby Junior School

## Inspection Report

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**Unique Reference Number** 105024  
**Local Authority** Wirral  
**Inspection number** 287096  
**Inspection dates** 29–30 November 2006  
**Reporting inspector** Derek Aitken

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 address</b>	Greenbank Drive
<b>School category</b>	Community		Pensby, Wirral
<b>Age range of pupils</b>	7–11		Merseyside CH61 5UE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 3421151
<b>Number on roll (school)</b>	112	<b>Fax number</b>	0151 3421151
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr P Collins
		<b>Headteacher</b>	Mr G Johnstone
<b>Date of previous school inspection</b>	3 March 2003		

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<b>Age group</b> 7–11	<b>Inspection dates</b> 29–30 November 2006	<b>Inspection number</b> 287096
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This school is much smaller than average and, as a result of declining birth rates, pupil numbers have been falling in the last few years. The social backgrounds of pupils are average, reflected in the average proportion of pupils eligible for free school meals. All pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average. The school houses a designated unit, the Education Inclusion Base, for the local authority, which eight pupils currently attend.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Parents and outside agencies give adequate support to the school in helping to overcome barriers. The majority of parents are supportive of its work. Most reported that they were happy with the standard of education provided.

Progress is satisfactory rather than good because teachers' questioning is sometimes not focused sufficiently on how to move pupils' learning forwards, assessment information is under-used to set targets and the curriculum is at an early stage in enabling children to reinforce their basic skills across their subjects. In recent years, standards at the school have remained just above average. However, pupils do not achieve as well in mathematics as in their other subjects. This is because they often do not receive work that fully extends their learning. Pupils with learning difficulties and/or disabilities, including those in the Education Inclusion Base, make satisfactory progress overall. The variations in the effectiveness of teaching mean that, although there are some aspects of good teaching in the school, the overall quality of teaching and learning is satisfactory. The school achieves good outcomes for its pupils in their personal development. Pupils behave well. They develop a good understanding of how to live healthy lifestyles and how to contribute to the well-being of others. Relationships throughout the school are good and the result of this shows in the way pupils enjoy school. The good range of activities outside lessons also contributes to pupils' enjoyment of school. This helps enrich the curriculum well, although the quality of the curriculum is only satisfactory overall because work is not fully adapted to pupils' needs, and new developments and initiatives, for example, in information and communication technology (ICT), are not yet embedded. The care the school gives to its pupils is satisfactory overall. Day-to-day pastoral care is the stronger element and this helps the large majority of pupils to feel safe and valued. Academic guidance is weaker as targets are not used well enough to spur pupils on. Leadership and management have strengths in the way they promote pupils' personal and social development. However, the overall quality of leadership and management is satisfactory as, despite these strengths, the school does not yet enable all groups of pupils to achieve as well as they can. Some monitoring, evaluation and review arrangements throughout the school are insufficiently robust. The small size of the school has encouraged too much informality in some procedures and systems, and in checking the quality of the school's work. This has impacted on the quality of strategic planning. The school has a reasonably accurate 'broad-brush' overview of its performance but does not yet measure improvement sharply enough in relation to pupils' progress and the standards they achieve. The maintenance of standards over recent years, the willingness to adopt new initiatives and the expertise offered by experienced staff indicate satisfactory capacity to improve.

### What the school should do to improve further

- Improve pupils' achievement by raising standards, especially in mathematics.

- Make better use of questioning techniques and assessment to increase the pace of pupils' learning.
- Widen the opportunities in the curriculum for pupils to reinforce their basic skills.
- Ensure consistent quality in monitoring and evaluation to provide sharper direction for school improvement.

## **Achievement and standards**

### **Grade: 3**

When pupils join Year 3, standards are generally a little above average. Thereafter, pupils make satisfactory progress overall to reach standards which are just above national averages. Test results at the end of Year 6 in 2005 broadly reflected this pattern, with pupils attaining above average in science at both Level 4 and Level 5, and in line with the national averages in English and mathematics. Results showed some decline at Level 4 in 2006 but, in relation to their lower starting points, this cohort also made satisfactory progress in line with their targets and exceeded their target at Level 5 in English. Girls and boys achieve equally. The school is aware that further improvements are required in writing and mathematics and is putting in place some strategies to improve them. These are furthest advanced in English, and the Year 6 English results in 2006 provided encouraging signs of their beneficial impact. Pupils make satisfactory progress in lessons. Further analysis of the progress made by different groups of pupils is not yet embedded within the tracking and monitoring of progress. Pupils with learning difficulties and/or disabilities in the main school and the Education Inclusion Base also make satisfactory progress, although some of their targets lack sharpness.

## **Personal development and well-being**

### **Grade: 2**

The personal, spiritual, moral, social and cultural development of pupils is good. Pupils clearly enjoy school and their attendance is consistently above average. They get on well with each other and act responsibly. Staff and pupils are supportive of each other. Behaviour is good and only one pupil has been excluded in the last two years. The school council has brought about change, for example in improvements to playground facilities. Pupils take on roles of responsibility willingly, such as being playground leaders and monitors; Year 6 pupils are actively involved in the Wirral Civic Award for citizenship. Pupils' self-esteem and sense of community are enhanced through regular praise and the award of house points. Pupils' awareness of healthy lifestyles is growing, underpinned by a good range of popular sporting activities.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Teachers manage pupils' behaviour well, relationships are good and, as a result, pupils are responsive. Teachers' good subject knowledge, careful exposition and growing expertise with interactive whiteboards maintain pupils' interest and ensure that they know what is expected of them. There is a varied mix of activities, and pupils work hard. In the better lessons, work is more carefully adapted to pupils' needs. When teaching is less good, it is generally because the pace of learning is not brisk enough, work is less precisely adapted and teachers do not make enough use of assessment opportunities or targeted questions to keep all pupils on their toes. The input of teaching assistants and other staff is satisfactory but their effectiveness is inhibited by some lack of coordination. Teachers mark pupils' work closely, providing good guidance, but some pupils' targets in mathematics do not provide sufficient help for pupils to take the next steps in their learning. Monitoring of teaching is too informal to acquire a precise view of the quality of teaching and learning. It has not yet focused sufficiently on the impact of new initiatives on pupils' learning.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It is at an early stage in providing opportunities for pupils to make connections in their learning. New initiatives, for example, in developing pupils' writing and problem-solving skills, are not yet fully embedded. Personal, health and social education now occupies a more prominent role in the timetable but this development is too new to have impacted on learning. Teachers and pupils are using interactive whiteboards with increasing assurance to enhance pupils' self-confidence and skills. Partnerships, including links with other schools, are providing pupils with increasing opportunities to develop their talents effectively, for example, in sport and music. The curriculum is further enriched by a number of trips within the surrounding area. A good range of visitors extends pupils' knowledge of local community issues.

### Care, guidance and support

#### Grade: 3

The school provides satisfactory levels of care and support for pupils. Staff know pupils well, enabling all of them to feel settled in school. Induction and transition arrangements are good. Child protection arrangements are in place. Health and safety procedures are not fully robust, however, as some recording systems are too informal. Pupils have good opportunities to work both cooperatively and independently to develop their confidence and self-esteem. They are clear that the few instances of bullying are dealt with effectively. The school has a considerable amount of data on

pupils' performance, but this is not sufficiently well organised to enable staff to monitor pupils' progress and inform pupils' learning effectively.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Day-to-day leadership is effective in ensuring that staff and pupils work well in a calm and ordered environment, and in providing well for pupils' personal development. Managers are not yet succeeding in raising standards sufficiently in mathematics, however, or getting the best out of pupils. Middle leaders are experienced and receive useful training from external providers to develop their subjects. Some monitoring, evaluation and review arrangements throughout the school are too informal. This is reflected in the evaluation of the impact of the new curricular initiatives. The school's plan for improvement does not concentrate closely enough on those few key priorities that will really move it on nor identify precisely enough what improvement will look like. Resources are being used effectively to boost pupils' motivation and enjoyment of school but have yet to impact fully on achievement. The governing body is experienced and supportive but does not yet provide a sharp enough challenge to school managers. For these reasons leadership and management are satisfactory overall, rather than good as the school suggests. The school has established some productive links with the local community but has more to do to fully engage its parent body. The school offers satisfactory value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I visited your school this week to see how well you were learning. Thank you for making me welcome and for being helpful when I asked you questions. I enjoyed meeting you and finding out how much you enjoyed school and your role in improving it.

I judge that you are receiving a satisfactory education. There are some good things about your school, but I also found out a few ways in which your learning could be better. The things I particularly like are:

- pupils and staff are friendly and you get on well with each other
- you said you enjoy school because there are interesting things to do
- you are keen to answer in lessons, which helps you learn
- the teachers and yourselves use the interactive whiteboards well to make your learning enjoyable
- your strong sense of community came through in your enthusiastic singing.

I have asked the headteacher and the staff to:

- work harder to raise standards, especially in mathematics
- challenge you more by making lessons go at a faster pace and by making better use of targets to guide your learning
- give you more opportunities across your subjects to make connections in your learning
- check more thoroughly the work of the school.

I have also asked governors to check more thoroughly how well the school is improving.

Thank you for helping me with the inspection of your school. Please share this letter with the other pupils. I hope you will carry on enjoying learning and helping your teachers to make Pensby Junior an even better place to be.