

Cole Street Primary School

Inspection report

Unique Reference Number	105049
Local Authority	Wirral
Inspection number	324148
Inspection dates	3–4 March 2009
Reporting inspector	Kevin Johnson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	146
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs B Egan
Headteacher	Miss V Chaderton
Date of previous school inspection	12 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Alvanley Place Prenton Merseyside CH43 4XA
Telephone number	0151 6524280
Fax number	0151 6528946

Age group	3–11
Inspection dates	3–4 March 2009
Inspection number	324148

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average sized school is located in an area of significant social and economic disadvantage. Most pupils are White British. An increasing number from minority ethnic groups learn English as an additional language. Over 60% of pupils are known to be eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is above average. Provision for children in the Early Years Foundation Stage comprises part-time Nursery, beginning at the half term following their third birthday, and full-time Reception classes. The school has the Basic Skills Mark 2, Activemark and Health Promoting School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils.

Pupils' spiritual, moral, social and cultural development and their overall personal development are satisfactory. Pupils are well mannered and friendly and their behaviour is generally good. They are attentive in lessons and keen to learn, especially when there are practical activities. Attendance is broadly average.

Pupils have a good understanding of what it takes to maintain a healthy lifestyle and are proud of their Activemark and Health Promoting School awards. The school council ensures that everyone has a voice in school affairs and successfully negotiates improvements such as better playground facilities. Pupils feel safe in school and know that adult help is there, when needed. They are keen to take on responsibilities and contribute well to the community through fundraising for local and international charities and, for example, entertaining local groups at Christmas. Projects such as helping to organise stalls at the school fair and raising funds towards the cost of their school trips help pupils to prepare satisfactorily for their future economic well-being.

Pupils achieve satisfactorily overall. On entering the Early Years Foundation Stage, children's skills are very low in relation to expectations for their age. They make satisfactory progress as they move through the school. Currently, standards at Key Stage 1 are well below average. This shows some improvement over the exceptionally low standards indicated by the national assessments in 2008. Teaching in Key Stage 1 has been strengthened and is bringing about better progress. Standards in Year 6 currently are broadly average overall but this has not been consistent over time. School assessment data for 2008 show improvements in English and science but there was a dip in mathematics. The school recognises that mathematics standards throughout the school are too low.

The quality of teaching and learning is satisfactory. Teachers are responding well to recent professional development but overall, the quality of teaching and consequently, pupils' progress are inconsistent. Lesson planning is satisfactory and learning objectives build well on what pupils already know. Teachers are beginning to use assessments more effectively to speed up progress. The curriculum enables pupils to achieve adequately in most subjects. They achieve well in sports and physical education. The increased emphasis on writing is showing positive results and mathematics is now well targeted throughout the school.

Leadership and management are satisfactory. The school has risen to the demands brought about by local changes and needs to ensure every child receives the pastoral care and support they require. There is a renewed vision and strong commitment to improving achievement and standards. The headteacher, supported by senior leaders, has steered the school through a period of instability in staffing. She has gained the confidence of all staff in enlisting the support of the local authority. Albeit recent, this is already showing signs of success in more effective teaching and better pupils' progress. Targets have been raised to reflect higher expectations. Systems for checking pupils' academic progress have been intensified to give clearer guidance for target-setting. This is a very inclusive school which amply demonstrates its commitment to equality of opportunity and the elimination of discrimination. The school promotes community cohesion well. Governors know the school well. They provide challenge and support in equal measure. Finances are managed efficiently to provide satisfactory value for money. Currently, the school has satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is managed satisfactorily and children make satisfactory progress. Their skills and understanding are very low in all areas of learning when they enter Nursery. Although most are working within the early learning goals by the end of Reception, communication, language and literacy, and mathematical development are still well below expectations. Staff work hard to promote personal, social and emotional development. As a result, most children learn to behave well, play amicably alongside others but many do not show expected levels of confidence and ability to work without adult support. Daily lessons on letters and sounds help children to tackle early reading and writing skills and some can be seen enjoying books on their own in a quiet corner of the classroom. Best use is made of the outside area to plan outdoor learning and development, but there are limitations to the space, especially for good physical development. Provision for children's welfare meets requirements. Staff members have designated groups of children to care for and their roles in assessing progress, planning next steps in learning and sharing information with parents are carried out well. Additional help is given to children who learn English as an additional language. Parents are welcomed into the classroom to help children settle in to their new surroundings and appreciate the guidance they receive about how they can help their children to learn.

What the school should do to improve further

- Raise standards, particularly in mathematics, throughout the school.
- Improve the quality of teaching and learning so that it is consistently good.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are beginning to improve as a result of positive steps taken by the school. Currently, standards in Year 2 are well below expectations in reading, writing and mathematics. This is an improvement on previous standards which were exceptionally low. Pupils in Years 1 and 2 are now taught separately during the morning sessions and improved teaching is having a positive impact. Standards in Year 6 are also improving. They are currently broadly average in English and science. Standards in mathematics are below average. A whole-school project to improve writing is proving to be successful and mathematics is now the main focus for improvement. Given pupils very low starting points, they achieve satisfactorily by the time they leave the school. Pupils with learning difficulties and/or disabilities are well supported by additional help, such as Reading Recovery and expert help from Special Education teachers, to make sure they achieve their best. Pupils who learn English as an additional language settle into school well. Those with lower language development skills get additional specialist support and, overall, pupils make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils are keen to come to school. They enjoy their lesson and say that they especially like those which give them lots to do. Although behaviour is usually good in lessons and in the

playground, it is satisfactory overall. Pupils and some parents raised concerns about unacceptable behaviour. However, pupils say it has improved and that incidents of misbehaviour are rare. They are adamant that there is no racism. Attendance is improving and is broadly average. There is very little unauthorised absence. Staying healthy is high on pupils' personal agenda. They know the importance of a sensible diet and are very enthusiastic about sports. Pupils are very willing to take on extra responsibilities and they organise collections to help children in Eastern European and African communities. Links with local secondary schools help to boost pupils' confidence and, with the progress they make in gaining language, mathematical and computer skills, they are satisfactorily prepared for the next stages of their education.

Quality of provision

Teaching and learning

Grade: 3

Lack of stability in teaching has contributed to faltering standards and progress in the past. This is now resolved and, although some lessons are good and progress is picking up, the overall quality is inconsistent. Teachers have embraced new initiatives well and this is beginning to reflect in more effective planning and use of assessment. There are examples of good practice which involve pupils in assessing their own progress, but this is not embedded in whole-school practice. Teachers' marking is satisfactory but does not always focus sufficiently on what pupils need to do to improve. In most lessons, there is a satisfactory pace to learning. Teachers take account of pupils' varying abilities. Even so, in some lessons, expectations and challenge for some groups could be better matched to their capabilities. Teachers manage pupils well. There are good relationships in lessons so pupils feel more confident about 'having a go'. On some occasions, pupils are expected to sit for too long without being engaged actively in learning. When this happens, pupils lose interest and the pace of learning slackens noticeably. Teaching assistants provide valuable and skilled support in classes and small groups. With their good support, and additional provision, pupils with learning difficulties and/or disabilities make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to achieve satisfactorily. Appropriate emphasis is placed on the teaching of literacy, mathematical, and information and communication technology skills. A good range of activities enriches pupils' first-hand experiences, and their learning, including highly regarded residential visits. There is a satisfactory selection of after-school sports and tournaments but pupils express the view that more non-sporting activities would be equally popular. Provision for pupils' personal health, social education and citizenship is well established. Good use is made of outside agents such as Lifebus and local health agencies to ensure pupils are aware of potential hazards linked to drugs and other substances, in addition to the importance of reliable relationships.

Care, guidance and support

Grade: 3

The school provides very good pastoral support and care for pupils. Parents fully agree that their children are well cared for in school and staff members do all that they can to justify that confidence. Procedures for safeguarding pupils meet requirements. The most vulnerable pupils

are given time and opportunity to come to terms with their difficulties through special programmes to help their emotional growth and their learning. The school is working steadily towards meeting attendance targets. Monitoring of attendance is rigorous and the school's attendance officer fulfils a valuable role in encouraging families and pupils to realise its importance. Pupils receive clear guidance about their personal conduct, especially with regard to bullying and racism. Academic guidance is satisfactory. Current robust systems for tracking progress and setting targets are relatively new. Methods of involving pupils in assessing their own progress are at a developmental stage. It is too early to gauge their full impact on achievement and standards.

Leadership and management

Grade: 3

Leaders have clearly set the school on a path to improvement. A significant step has been to embark on a programme of intensive support provided by the local authority. This has raised the school's sights and is already paying dividends, because progress can be seen in the systems used for assessment, teaching, and the raising of standards. The headteacher has effectively harnessed the skills and enthusiasm of staff, all of whom contribute to the school's accurate evaluation of its current effectiveness. The school's very strong commitment to inclusion means that the increasing numbers of pupils with additional needs are welcomed, nurtured, and helped to achieve. Community cohesion is promoted well through the school curriculum where pupils learn about faiths and cultures other than their own, and through the ethos of the school in which tolerance and racial harmony are accepted as the norm. There are good links outside school, for example, with the multicultural centre. This helps the school to liaise with parents. The school actively seeks links with schools overseas. Pupils have established a good link with a school in Uganda by collecting and sending football kit. Pupils have already received an email from the African pupils expressing their thanks and now plan to build on this through further exchanges of information. Governors fulfil their duties satisfactorily. They are strongly committed to the school's success and fully understand its strengths and areas for improvement.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the lovely welcome you gave me when I came to inspect your school recently. You made my visit a very pleasant one. I enjoyed talking to you about your school and admiring the impressive view you have from your rooftop playground. I also enjoyed my visit to the Nursery and Reception classes. I do hope that those potatoes you planted grow really big!

You are polite and well mannered children. You behave well in lessons and work hard. I am happy to see that your attendance is improving. Those things are very important so do keep them up. The grown-ups in school take really good care of you and work hard to help you to enjoy school.

Your school is satisfactory overall, and you make satisfactory progress. However, the standards you reach in your work need to be higher, especially in mathematics. Your headteacher, teachers, parents and school governors all want your school to be better so I have found two things to help that to happen. The first is to help you all to reach higher standards in your work (especially in mathematics) and the second thing is for teachers to make sure that every lesson is really challenging so that you make the best progress you can. Of course, you have to play your part too and put in that extra effort to show everyone what you can really do when you try hard.

Cathcart Street Primary School

Inspection report

Unique Reference Number	105048
Local Authority	Wirral
Inspection number	336407
Inspection dates	3–4 December 2009
Reporting inspector	Philip Martin

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	117
Appropriate authority	The governing body
Chair	Mr John Cocker
Headteacher	Mrs R Bishop
Date of previous school inspection	7 September 2006
School address	Dover Close Birkenhead Merseyside CH41 3JY
Telephone number	0151 647 7349
Fax number	0151 647 2325
Email address	schooloffice@cathcartstreet.wirral.sch.uk

Age group	3–11
Inspection dates	3–4 December 2009
Inspection number	336407

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at pupils' previous work, policies and procedures, including those concerned with ensuring pupils' safety and well-being, improvement plans and its evaluation of its current strengths and weaknesses. Inspectors also checked the responses to questionnaires sent to parents/carers, pupils and staff. Parents returned 14 questionnaires in time for analysis. Inspectors also read those that arrived after this deadline.

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

- to what extent the strengths in provision and progress have been maintained
- if the quality of teaching and the curriculum is good enough to raise standards and progress in the key subjects
- the quality of care, guidance and support provided and its effect on pupils' personal development
- the extent and impact of monitoring and evaluation carried by the school's leadership in maintaining and sustaining improvements.

Information about the school

Cathcart Street is a small primary school. The school makes provision for children of Nursery and Reception age in an Early Years Foundation Stage Unit. The number of pupils eligible for free school meals is well above average. The number of pupils with learning difficulties and/or disabilities is also above average, although the proportion with a statement of special educational need is average. Most pupils are White British and a small number come from a range of other backgrounds. Very few pupils are at an early stage of learning English as an additional language. The headteacher took up post in September 2008. The school has the Healthy Schools Award, Bronze Eco-Award, the Activemark and the Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

A key strength is the good care and support the school offers to all children and pupils. Many pupils come from difficult circumstances and challenging situations. Staff provide a safe, secure and nurturing environment in which pupils can learn. Pupils enjoy school very much and feel safe. This is verified by their answers to a questionnaire asking for their views. A typical response declares that, 'The staff here help us a lot and support us'. All parents who answered a questionnaire agreed that their children are safe. The school, along with a range of agencies and groups, works well with parents to help them to support their children and to realise the importance of academic as well as personal success. A typical comment from a parent notes that '¿ this is a supportive school'. Despite pupils' enjoyment and the school's determined efforts, attendance rates are low. This is largely because of the poor attendance of a few pupils and the health problems that some children experience.

From low starting points, pupils make satisfactory overall progress. Progress is better than this in English because staff have worked hard to ensure that this important subject is taught effectively. As a result, pupils reach broadly average standards by the time they leave school. Standards are low but improving in mathematics and science. The school has a satisfactory capacity to sustain improvements. The school recognises what it does well and where it needs to improve because of the satisfactory systems which evaluate strengths and weaknesses. It has a useful action plan focused on raising standards. It is evident that the work the school is doing to improve teaching and the curriculum in mathematics is having a positive impact. Standards are rising and the quality of teaching is improving. Whilst the quality of teaching and learning is satisfactory, teachers are sometimes not fully clear about what they expect pupils to learn. This means that activities are not always as useful as they might be in helping them to learn particular skills. At its best, teachers' marking tells pupils how well they have done and how they could make that type of work better. This quality of marking is inconsistently applied.

Children start in the Early Years Foundation Stage Unit with knowledge and skills much lower than those expected at that age. Their communication and social skills are particularly low. They learn well because of the good quality provision. By the end of this key stage, they have made good improvement in those areas in which they were weakest. The good range of resources for these children includes an outdoor area, but this is not always accessible in wet weather because there is no covered space and children's own clothing is not always suitable.

What does the school need to do to improve further?

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

- Raise standards in mathematics and science by:
 - fully implementing the existing plans to improve teaching and learning in both subjects.
- Raise the quality of teaching from satisfactory to at least good by:
 - making sure that teachers are consistently clear about what pupils are to learn during lessons
 - making sure that the way that teachers mark pupils' work consistently informs pupils about what they need to do to improve.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - providing facilities and equipment so that children can learn and play outside in all weathers.
- Raise attendance levels by:
 - encouraging the attendance of those pupils who are too regularly absent.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils start Year 1 with lower than average standards and make satisfactory progress overall. Progress is good in English and by the time pupils leave school at the end of Year 6 they have reached average standards in this subject. Standards in mathematics, though low, are improving as result of the school's continuing focus on improving teaching and learning. Standards in science are also low. The school recognises this and has devised an action plan to improve the situation. Pupils with special educational needs and/or disabilities are identified early and receive useful support that helps them to make similar progress to their classmates. The few pupils who are at an early stage of learning to speak English also make satisfactory progress.

Pupils enjoy school. All parents who responded to a questionnaire asking for their views agree with this, as did pupils who took part in discussions with inspectors. Pupils know the importance of staying healthy and different ways they can do this. They usually behave well in class, but a few find it difficult to maintain these standards at times. The school has effective systems for encouraging good behaviour. Pupils willingly take on responsibilities. As a result of their satisfactory achievement and the school's useful focus on helping pupils to develop personal qualities, they are satisfactorily prepared for the next steps in their education.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers in Years 1-6 satisfactorily use their knowledge of how well pupils are doing to plan lessons that match the different ability groups in each class. A good feature of mathematics lessons was the clear link between what pupils were learning and how this related to life outside the classroom. In the better lessons, teachers are clear about what they want pupils to learn. They share this in a way that helps pupils to understand the steps they need to go through to succeed. Sometimes however, this information is lacking. Whilst teachers keep marking up to date, this sometimes does not link clearly enough to the purpose of the lesson. In some cases, it offers advice how to improve in the particular task. This feature is sometimes missing. The curriculum is rightly focused on providing pupils with basic literacy and numeracy skills. They use their literacy skills satisfactorily in other subjects, for example when recording their experiences in 'International Week'. The curriculum is enriched with a good range of activities that add extra interest, enjoyment and an understanding of how to stay safe and healthy. Teachers are deeply concerned for pupils' welfare and learning and look after them well.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Senior leaders have gained an accurate picture of the school's strengths and weaknesses through useful systems of monitoring and evaluation. The team has devised plans for further improvement which are based on the right priorities. The plan for further improving mathematics in partnership with the local authority is robust and having a positive and measurable impact on teaching and standards. Governors provide a satisfactory degree of support and challenge. They have ensured that all safeguarding requirements are met. The school draws on partnerships with a wide range of agencies and tries hard to involve parents in order to improve provision. This extends to good links with agencies and groups in supporting pupils' personal development. This is a central part of the school's work because of the serious nature of the barriers to learning that many pupils experience. The school has a good awareness of the pupils' backgrounds and makes a satisfactory contribution towards promoting community cohesion. It has engaged in some effective work to bring in members of the local community, for example, the 'International Week' and joint activities within the region. Existing links with schools in other countries make a positive contribution to pupils' understanding of children from different backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children start in the Nursery with standards well below those expected for their age. Their communication and personal, social and emotional skills are particularly low.

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

The Early Years Foundation Stage teacher and other staff carefully assess children's progress and use this information to plan work and activities that match their needs. They provide a good balance of adult-led activities and those that the children start themselves, although many need to learn how to play on their own initiative. Staff work hard to develop children's communication and social skills and they ensure that all welfare requirements are met. By the end of the Early Years Foundation Stage most children are willing and happy learners. They are increasingly comfortable talking to adults and to each other. They know how to stay healthy and safe, for example, when putting out equipment for physical education. They experience a good range of activities, although wet weather sometimes limits their opportunities to learn and play outdoors. They make good progress and standards, although still below average, are closer to age-related expectations at the end of the stage than they were at the start. Leadership of the Early Years Foundation Stage is good. The leader has a good overview of provision and leads an effective team of staff.

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 of the Early Years Foundation Stage	2

Views of parents and carers

All of the parents who responded to a questionnaire about their views agree, or strongly agree, that their children enjoy school and are kept safe. Most parents agree or strongly agree with the other points. A typical comment notes that 'the school has a happy atmosphere.' A very small number of parents felt that the school did not deal effectively with unacceptable behaviour. The inspection team agrees with the parents positive views and finds that the school has effective systems in place for dealing with misbehaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cathcart Street 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	59	7	41	0	0	0	0
The school keeps my child safe	14	82	3	18	0	0	0	0
The school informs me about my child's progress	12	71	5	29	0	0	0	0
My child is making enough progress at this school	10	59	6	35	1	6	0	0
The teaching is good at this school	11	65	5	29	1	6	0	0
The school helps me to support my child's learning	10	59	5	29	1	6	0	0
The school helps my child to have a healthy lifestyle	11	65	5	29	1	6	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)	8	47	7	41	1	6	0	0
The school meets my child's particular needs	9	53	7	41	1	6	0	0
The school deals effectively with unacceptable behaviour	8	47	6	35	3	18	0	0
The school takes account of my suggestions and concerns	9	53	7	41	1	6	0	0
The school is led and managed effectively	9	53	7	41	0	0	0	0
Overall, I am happy with my child's experience at this school	12	71	4	24	1	6	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 its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>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 pupil's 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.



7 December 2009

Dear Pupils,

Inspection of Cathcart Street Primary School, Birkenhead, CH41 3JY

I would like to thank you for the welcome you gave to my colleague and me when we inspected your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

There are many positive things about the school which I found are giving you a satisfactory education. It is very clear that the adults in school care a lot about all of you. You told me that you enjoy school very much when I talked to you and in the questionnaires. It works with other groups well to make sure that you are looked after and kept safe but some of you are absent from school too much.

Children in the Foundation Unit get off to a good start but they do not have enough opportunities to play and work outside. By the time you leave school, you are reaching standards in English that are close to what they should be. The standards you reach in mathematics and science are quite a way below what they should be at your age. They are improving in mathematics because your teachers are working well with the local authority to help you to learn. They use what they know about how well you are doing to plan satisfactory lessons, but sometimes they do not tell you clearly enough what you are going to learn. Sometimes, the way they mark your work could be more helpful.

I have asked the school to do the following things to make it better than it is now by:

- making sure that children in the Early Years Foundation Stage Unit have the right kind of equipment so they can learn and play outside
- making sure that what you learn in mathematics and science helps you to reach the standards you should
- improving teaching by making sure you know what you are meant to be learning in each lesson and marking your work so that you know how you can make it even better.

You can help by continuing to try your best at all times and making sure you come to school as often as possible.

Yours faithfully,

Mr Philip Martin

Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement with an additional focus on higher achieving pupils; the quality of care, guidance and support provided for pupils; and the curriculum for the youngest children in the Reception classes. Evidence was gathered from the school's self-evaluation, assessment records, policies and governing body minutes, observation of the school at work, discussions with senior staff and pupils and the parent questionnaires. Other aspects of the school were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This is a large school serving an area of relatively high social disadvantage. A well above average proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is above average. Almost all pupils are White British with few from other ethnic groups. Very few pupils are at an early stage of learning English and a small number of pupils are looked after by the local authority. Most children join the Early Years Foundation Stage in the Reception class having had some pre-school nursery experience. The school has several awards. For example: Basic Skills Quality Mark, Inclusion, Gold Activemark, Healthy School, Investors in People and International School. There is a pre-school and out of school care provision on site; they are run by private providers and did not form part of this inspection.

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 in which pupils' personal development and well-being are outstanding. It provides good value for money. Pupils' achievement is good and standards are higher than at the last inspection, demonstrating the school's good capacity to improve.

When most children join the Early Years Foundation Stage their skills are well below those expected for their age, with language and mathematical skills being particularly low. Despite making good progress, few meet the goals expected for their age by the time they join Year 1. By Year 2, standards are broadly average and by Year 6 they are above average, demonstrating pupils' continuous good achievement in response to the school's good quality provision.

Pupils and adults get on well together. Adults are good role models for pupils and pupils' behaviour is outstanding. This is demonstrated particularly well by the sensible, safe way they negotiate the corridors and stairs in school and how well they play together in the yard. Pupils say they enjoy school very much, and they show a real interest in the good quality, well-enriched curriculum and their learning. They really appreciate the visits and visitors they have and the wide range of extra-curricular clubs and societies on offer, which enrich their learning. The curriculum is organised into themes, which successfully encourage pupils to make links between different subjects and areas of learning. The excellent work pupils complete within their personal and social curriculum gives them a good understanding of how to be healthy, stay safe and about the variety of faiths and traditions in the local community. Other initiatives, for example, independent cash-generating ventures, effectively give pupils confidence for the future. Despite pupils' clear enjoyment of school, attendance is just average because several families take their children on holiday during term time.

Teaching is good. Most parents comment very positively on the quality of teaching and how accessible teachers are to them. A typical comment being, 'The teachers in this school do not just get to know the children – they understand them.' Leaders have invested in additional staffing to make teaching groups smaller in English, mathematics and science. This has successfully raised standards, particularly for pupils with learning difficulties and/or disabilities. This group benefits from very well-planned small group work and makes consistently good progress. One of the school's goals is to lift the proportion of pupils gaining the higher levels by the end of Years 2 and 6, and many pupils are well on their way to doing this. However, teachers of the middle and higher attaining groups in English and mathematics do not routinely plan different learning activities for smaller groups within the sets, as they do so successfully for the lower attaining pupils. This limits some higher attaining pupils' progress.

The school provides good quality care, guidance and support for pupils. Policies and procedures for protecting children meet requirements and are kept up to date. All pupils have challenging targets to meet and these are regularly reviewed. Teachers mark pupils' work rigorously, assessing progress and informing them clearly how to improve further. Indeed the older pupils are beginning to mark their own work with some accuracy. When marking, teachers also correct spellings and grammatical mistakes but there is no evidence in pupils' books to show that pupils do these corrections or learn from their errors. This is a missed opportunity for pupils to improve their work further.

Leadership and management are good. Governors have a clear view of what the school is doing to improve further and they monitor its progress rigorously. The headteacher has an excellent understanding of the school's position as shown by the accurate school self-evaluation. The

senior management team is recently established. All members are eager to play their part within their areas of responsibility, which accurately reflect the school's priorities; for example, in accessing additional support and training in mathematics. The school's impact on community cohesion is good. It has numerous links within the local community such as the local football club, which sends in members to help pupils with their work. It has also established links with three schools in Africa to give pupils a wider understanding of different communities.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and knowledge of the new Early Years Foundation Stage curriculum result in good quality teaching and planning. This enables the children to make good progress from their well below expected starting points in almost all areas of learning. Parents comment very positively on the welcome their children have in the class and how approachable staff are. A typical comment is, 'It is a fantastic, orderly, fun and nurturing environment.' All children have equal opportunities to take part in similar planned learning experiences. They have time to consolidate and practise their learning in their own independent activities, during which adults accurately assess their learning. Adults' modelling of speech successfully promotes children's language and communication skills. For example, the home corners are currently airports; when children are checking in, adults ask them, 'Are you carrying anything sharp?' Although the outdoor classroom is not freely available throughout the day, when children do go outside, they find interesting and engaging learning experiences. For example, boys were particularly keen to make paper aeroplanes and measure how far they could fly. In such practical ways, teachers are successfully focusing on the school's priorities to raise standards in communication, language and literacy and in mathematical development. Children's skills at the end of Reception are mostly below those expected for their age. Good care and guidance results in children making very good progress in their personal development, learning from adults. As a result, they are extremely well behaved and cooperative with each other. They attain the skills expected for their age in this area and in physical development.

What the school should do to improve further

- Regularly plan different learning activities and tasks for groups within the middle and higher attaining band of pupils.
- Update the marking policy to ensure that pupils learn from their mistakes.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Birkenhead Christ Church CofE Primary School

Inspection report

Unique Reference Number	105064
Local Authority	Wirral
Inspection number	336411
Inspection dates	23–24 November 2009
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	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mrs Linda Christian
Headteacher	Mrs Marie Szydłowska
Date of previous school inspection	9 March 2007
School address	Mount Grove Birkenhead Merseyside CH41 2UJ
Telephone number	0151 6521278
Fax number	0151 6537681
Email address	headteacher@christchurch-birkenhead.wirral.sch.uk

Age group	3–11
Inspection dates	23–24 November 2009
Inspection number	336411

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in the 23 questionnaires that were returned.

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

- the standards reached by pupils and the progress they make
- the effectiveness of teaching and the curriculum in building on pupils' skills from year to year
- the impact of leadership and management on achieving the best possible outcomes for pupils
- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

Information about the school

This is an average-sized school. The proportion of pupils who have special educational needs and/or disabilities is greater than that found in most schools. The proportion of pupils entitled to free school meals is above average. Most pupils are from White British backgrounds, with a very small proportion from other heritages, including a small number of pupils who are learning English as an additional language. Early Years Foundation Stage education is provided in the Nursery and Reception classes. The school has experienced several recent changes in personnel, including three new appointments to the teaching staff this term.

The school is an Investor in People. It also holds the Healthy Schools Award, the Basic Skills Quality Mark, the Activemark and the School Travel Plan Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

From very low starting points on entry to the Nursery class, most pupils go on to reach the nationally expected level of attainment in all subjects by the end of Key Stage 2. However, the rate of progress is very uneven across the school and, as a result, pupils do not start to achieve well until the final years of Key Stage 2. Attainment is below average by the end of Key Stage 1. Pupils continue to work at levels below the expectations for their age during the first half of Key Stage 2.

After making a good start in the Early Years Foundation Stage, pupils' progress slows down until the final two years of Key Stage 2, when it starts to accelerate rapidly and attainment rises significantly. This has been a consistent picture for the past three years. The school recognises the need to address underachievement in Key Stage 1 and Years 3 and 4 and a number of actions are currently being taken with this in view. These developments are positive, but are mostly at an early stage and so it is too soon to measure their impact on pupils' attainment and overall rate of progress. However, because teaching has been recently and significantly improved, pupils are now more effective learners across the school. As a result, good learning is a characteristic of most lessons, reflecting the current good overall quality of teaching. There has not been time for these improvements to become evident in sustained good progress over longer periods as seen in performance data. Hence, learning and progress are judged to be satisfactory although pupils' performance in lessons is now good. This good performance is rooted in good teaching and an improved, good-quality curriculum which ensures that pupils are fully engaged in most lessons and have good opportunities to develop basic skills in many subjects.

Pupils behave well and show a good understanding of how and why to adopt healthy lifestyles. Their spiritual, moral, social and cultural development is good. The school is caring and inclusive and provides well for pupils who are learning English, those who are vulnerable and those with special educational needs and/or disabilities. As a result, those pupils make good progress.

The school has established a systematic approach to tracking and reviewing the progress pupils make. This has had the best impact for pupils with additional needs, who are identified accurately and supported well. The school is less effective in identifying any underachievement by more-able pupils. The use of individual learning targets contributes well to the good progress pupils make in Reception and Year 6; this successful strategy is not yet fully developed in the other classes. Work has begun to improve continuity of provision between Early Years Foundation Stage and Key Stage 1 in order to meet pupils' learning needs more accurately in Key Stage 1. This, too, is still

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

at a very early stage. Monitoring systems have been strengthened, and this has helped to ensure that teaching, learning and the curriculum are good. While the school's self-evaluation is accurate in most respects, it does not fully recognise the extent to which more-able pupils may be underachieving. Consequently, the school's capacity for continuing to improve is currently satisfactory, rather than good. The poor attendance of a minority of pupils is an ongoing issue for the school, despite its strenuous efforts to promote and encourage regular attendance.

What does the school need to do to improve further?

- Improve progress and attainment, particularly in Key Stage 1 and Years 3 and 4, by:
 - ensuring that provision in Key Stage 1 is closely matched to pupils' learning needs
 - rapidly extending current good practice in the use of individual learning targets to all classes
 - using the information gained from tracking pupils' progress to identify any underachievement, and especially of more-able pupils, so that it may be addressed promptly and effectively.
- Improve attendance by further increasing its efforts to implement a full range of strategies to promote regular attendance by a small minority of pupils whose attendance gives cause for concern.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils apply themselves well in lessons and show good concentration skills. They work well with a partner or in groups and in most lessons they are alert and responsive and show interest in learning. Improvements in the quality of teaching are enabling all groups of pupils to become more confident and effective learners. In a minority of lessons, where insufficient challenge is provided for them, more-able pupils do not learn as well as they might. Until very recently, pupils' average attainment has resulted mainly from particularly effective teaching in Years 5 and 6, which led to rapid progress towards the end of pupils' time in the school. Currently, as pupils' learning skills are improving, progress in lessons is speeding up and is now good overall but progress over time remains satisfactory. Pupils with special educational needs and/or disabilities make consistently good progress as they move up through the school. This a consequence of the targeted support given to those pupils with additional needs in this inclusive school. Pupils show a good understanding of issues relating to healthy living and personal safety. They take responsibility as school councillors and are active fundraisers for charities at home and abroad. Pupils, and parents and carers, agree that school is a

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

place of safety, although a small minority described some instances of aggressive behaviour between pupils at playtimes. However, no examples of this were seen during the inspection. On the contrary, pupils behave well. Despite the school's efforts to promote good attendance, a small number of families have not been able to ensure that their children attend regularly and attendance figures are below national targets.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Ongoing improvements in provision are helping pupils to enjoy school, learn and progress increasingly well in lessons. Rigorous monitoring ensures the continuing effectiveness of provision. Teaching is of good overall quality. Lessons are usually planned well to take the range of learners' needs into account. The pace of learning is mostly brisk, tasks appropriately challenging and teachers use questions well to extend pupils' thinking. Teachers ensure that pupils are given a clear understanding of what they are expected to do and to achieve in lessons. Good procedures and regular use of assessment ensure that teachers have a clear overview of pupils' progress. Marking gives pupils good advice on how to improve their work. However, the school recognises

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

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

that the use of individual learning targets, a strong feature in some classes, has not been fully developed across all year groups and so there are some missed opportunities for informing pupils about how well they are doing. It is now taking action to improve this. Well-trained teaching assistants make a good contribution to learning, especially that of pupils who have additional needs.

The curriculum has been revised and is now designed effectively to meet pupils' needs and to reflect their interests. This ensures that they are fully engaged in most lessons. There are good opportunities for pupils to practise and develop their basic literacy and numeracy skills through work across the areas of learning. The curriculum is well enriched by opportunities for pupils to develop skills in sports and to learn a modern foreign language. A range of visitors and visits add well to the effective programme to promote pupils' personal, social, health and citizenship education. Carefully planned provision for pupils with special educational needs and/or disabilities ensures that they enjoy full access to learning and social inclusion. The curriculum in Key Stage 1 is starting to be adapted to meet the needs of those pupils who enter Year 1 with low levels of skills, for example by providing more opportunities for them to practise their skills during structured play. Pastoral care is good and the school works sensitively to support vulnerable pupils and their families. This is helping to break down the barriers to learning and progress that a number of pupils encounter. Safeguarding procedures are satisfactory. The school works hard to promote good attendance and to support families where there is record of their children's poor attendance, although this has not yet resulted in improved attendance by a small minority of pupils.

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	3

How effective are leadership and management?

The headteacher, ably supported by the deputy headteacher, is successfully bringing the new staff team together in a shared commitment to her vision for taking the school forward. Regular progress reviews enable staff to identify and support pupils with additional needs. As a result, those pupils attain well in relation to their abilities and starting points. There has not yet been a similar impact on the progress and attainment of pupils in the middle- and higher-ability groups in Key Stage 1 and Years 3 and 4, however. This is because the school has not been sufficiently strategic in identifying and supporting pupils who may be underachieving. Good monitoring practice is assuring the good overall quality of teaching. Subject leaders contribute actively to ensuring the good

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

quality of the curriculum. The supportive governing body is increasing its capacity to hold the school to account. Most parents and carers expressed positive views of the school, reflecting the positive relationships that prevail between parents and carers, and staff. The school regularly canvasses parents' and carers' views on important issues. Despite its good efforts, it has not yet been able to engage fully with a minority of families with problems relating to attendance. The school complies with statutory requirements for safeguarding, health and safety, and child protection. It supports equal opportunities and access to educational entitlement satisfactorily. The school contributes well to community cohesion through its links in the parish and the community. It has effective partnerships with the high school and local specialist schools. In addition, it helps to support a student in India and has partnerships with a range of agencies that promote pupils' health, welfare, social and learning needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's skills on entry to Nursery are often well below expectations for the age group. They make good progress, but by the end of the Reception Year a significant proportion of children still have not reached expected levels. The quality of teaching is good, with a good balance of activities initiated by the children themselves and those led and directed by adults. Staff provide a range of activities that are interesting and fun for children and present a good level of challenge. Relationships are caring and warm and, consequently, children are happy and secure in the setting. Provision to ensure their welfare is good and meets requirements. Assessment is based on careful observations of children in

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

their activities and is used effectively to plan for their individual learning needs. Although relationships with parents and carers are positive, parents and carers are not yet involved enough as partners in their children's learning and assessment. The learning environment is bright and welcoming and the outdoor area has been developed well to support active learning through play. The setting is led and managed well and the staff team work together effectively to promote the children's learning and well-being. Provision is monitored regularly and this supports ongoing improvements. Links with external agencies help to support the progress of children with additional learning, language or social needs.

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 of the Early Years Foundation Stage	2

Views of parents and carers

The rate of response to the questionnaire was low. A very large 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 judgement on the school's satisfactory overall effectiveness. A small number of parents and carers were critical of the school's management of unacceptable behaviour: the inspection team did not agree with them, finding that pupils' behaviour is good and is managed well by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Birkenhead Christ Church CofE 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	78	3	13	1	4	0	0
The school keeps my child safe	13	57	9	39	1	4	0	0
The school informs me about my child's progress	12	52	11	48	0	0	0	0
My child is making enough progress at this school	12	52	10	43	1	4	0	0
The teaching is good at this school	13	57	9	39	0	0	0	0
The school helps me to support my child's learning	11	48	10	43	2	9	0	0
The school helps my child to have a healthy lifestyle	12	52	10	43	1	4	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)	9	39	13	57	0	0	0	0
The school meets my child's particular needs	10	43	12	52	1	4	0	0
The school deals effectively with unacceptable behaviour	12	52	10	43	1	4	0	0
The school takes account of my suggestions and concerns	10	43	11	48	1	4	0	0
The school is led and managed effectively	11	48	8	35	0	0	0	0
Overall, I am happy with my child's experience at this school	14	61	8	35	1	4	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 its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>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 pupil's 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.



25 November 2009

Dear Pupils

Inspection of Birkenhead Christ Church C of E Primary School, Birkenhead, CH41 2UJ

Thank you for making the inspection team so welcome 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. These are some of the things we found.

- The school provides you with a satisfactory standard of education. Christ Church is a happy school and you are well-behaved and polite young people.
- You work hard in your lessons, you enjoy your learning and you get on well with each other and with the adults in school. In this you are helped by good teaching and an interesting curriculum.
- The Early Years Foundation Stage gets your education off to a good start; pupils attain well by the end of Year 6, but progress isn't yet as good as it could be in some of the other years.
- I was very pleased to hear about how much you enjoy school. You also told me that you think the after-school activities are very good.

There is still some work to be done to make Christ Church the best school it can possibly be. I have asked the headteacher and the staff:

- to make some improvements to the way they review your progress, to help to find out when you may need extra support to do as well as you possibly can
- to make sure that the good use made of individual learning targets in some classes is shared throughout the school to help all of you to know how well you are doing
- to continue working on the links between Early Years Foundation Stage and Key Stage 1 so that children keep making good progress when they join Year 1 and Year 2
- to carry on doing all they can to improve attendance.

You can help with all of this by continuing to do your best, by continuing to be happy learners and by making sure you attend school regularly.

With my very best wishes for the future.

Yours faithfully

Mrs Diane Auton



The Priory Parish CofE Primary School

Inspection Report

Unique Reference Number 105085
Local Authority Wirral
Inspection number 287121
Inspection date 2 November 2006
Reporting inspector George Crowther

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

Type of school	Primary	School address	Aberdeen Street
School category	Voluntary aided		Birkenhead
Age range of pupils	4-11		Merseyside CH41 4HS
Gender of pupils	Mixed	Telephone number	0151 6477188
Number on roll (school)	181	Fax number	0151 6502185
Appropriate authority	The governing body	Chair	Mrs C Francis
		Headteacher	Mr P. Faragher
Date of previous school inspection	28 January 2002		

Age group 4-11	Inspection date 2 November 2006	Inspection number 287121
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The Priory is a smaller than average primary school that serves an area of considerable social disadvantage. Pupils' attainment when they start school is well below average and, for some, very low. A high proportion of pupils are eligible for free school meals. The proportion with learning difficulties and/or disabilities is about average. Almost all the pupils are from White British backgrounds. Of those from minority ethnic heritages, very few are at the early stages of learning English. The school has a language unit for 10 pupils who have speech or communication difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The Priory provides an outstanding education for its pupils. Everyone in school has very high expectations of the pupils' progress and behaviour, and the pupils respond very positively. During the last few years, pupils' achievement has improved markedly. For example, in 2005, the school's Year 6 national test results placed it in the top 100 most improved schools in the country. The school has a clear picture of its own effectiveness, but caution led it to underrate some aspects of its work. It is exceptionally well placed to bring about further improvement and provides excellent value for money.

Often from low starting points, pupils make outstanding progress across the school. By Year 6, standards are at least broadly average, and for the last two years have been above average. A particular strength is the good progress pupils make in each class, which cumulatively accounts for the first rate progress across the school. Consistent good teaching, encouraged and expected by the school's leaders, is at the heart of pupils' success. Pupils of all abilities and from all backgrounds, including those in the language unit, make similar progress.

Pupils' personal development is good. They enjoy school and say that lessons are interesting and fun. They have positive attitudes to learning and their behaviour is very good. A significant minority of pupils, however, find it difficult to focus on their work and lack the skills to work independently. Despite some improvement over the past few years, attendance is too low. The quality of teaching is consistently good. Lessons are interesting and challenging. Pupils are encouraged to enjoy their learning and teachers have high expectations of achievement. The curriculum is very rich and well planned and meets the diversity of pupils' needs effectively. Good provision in the Foundation Stage gives children a flying start at school.

Leadership and management are outstanding. Over a number of years, the headteacher has stamped his high expectations on a school that has many challenges. A strong determination that pupils should achieve as much as possible is now an intrinsic part of school life. There is a very clear view of what needs to be done next. The staff work effectively as a cohesive team to raise standards, but they also have a strong affinity for encouraging pupils' personal development.

What the school should do to improve further

- Improve attendance for the small number of pupils who are absent too often.

Achievement and standards

Grade: 1

When they start school, many children have very weak basic skills. They make good, often outstanding, progress and by Year 6 have done exceptionally well to reach at least broadly average standards, and often better. Progress in the Reception class is good because the staff provide a rich range of activities and support each child's learning effectively. By the time children join Year 1, however, standards are still well

below average. During Years 1 to 6, pupils make at least good progress because high quality teaching and extra support help them to be successful. Consistent improvement leads to outstanding achievement by the time pupils leave the school. The results of national tests at the end of Year 2 have improved considerably over the past few years and are now about average. Progress from Year 3 to Year 6 has also improved markedly and is significantly better than for most schools. Pupils reach and often exceed the challenging targets set for them. Pupils with learning difficulties and/or disabilities, including those in the language unit, make good, often exceptional, progress. The work they do is well matched to their needs and they get very good support from teachers and teaching assistants.

Personal development and well-being

Grade: 2

From the beginning, the school successfully nurtures pupils' confidence and enthusiasm for learning. One pupil spoke for many when he commented, 'I like lessons because they're so much fun you don't know you're learning.' This explains why pupils are so keen to do well. A significant minority of pupils, however, have difficulty sustaining concentration and lack the skills to work independently. Teachers work hard to encourage these pupils to do well. Pupils' good behaviour meets the school's high expectations. Relationships are excellent. As one pupil said, 'I like our school because everyone is very friendly.' Pupils' spiritual, moral, social and cultural development is good. A rich range of experiences, such as residential and other visits, develops pupils' understanding of themselves and their place in the wider world. Despite the school's best efforts, attendance is below average because a few pupils are absent too often.

Pupils develop a good understanding of their own well-being. They know how to make healthy choices in the food they eat and the exercise they take. They say, 'You have to have a balanced diet, but you are allowed treats sometimes'. Pupils feel safe at school and they know how to stay safe out of school. They have good opportunities to express their views through the school council. Older pupils quite naturally look after the younger ones and feel this is what is expected in their school community. Pupils make good progress in developing the skills they will need in later life, particularly in their academic work, but also in social skills such as in teamwork.

Quality of provision

Teaching and learning

Grade: 1

Although the school judged the quality of teaching and learning to be good, the inspection finds it outstanding because consistently good teaching, from class to class, results in outstanding achievement for the pupils. Teachers' very good management and organisation of pupils' learning are based on excellent relationships. Carefully planned lessons meet the wide range of pupils' needs. Imaginative activities, such as when Year 5 and Year 6 pupils dramatised an excerpt from a story, capture and hold

the pupils' interest and help them to learn quickly. Lively, engaging teaching generates enthusiasm, as seen when Year 3 pupils learned that knowing pairs of numbers making 10 could help them work out pairs of numbers making 100 or 1000. Teachers explain new work clearly and involve the pupils effectively through questions and discussion. Good support from teachers and teaching assistants for pupils helps them to do their best, particularly those with learning difficulties and/or disabilities.

Good systems for assessing pupils' attainment and tracking their progress are currently being revised and improved. They enable management to set challenging targets for individual progress, to identify pupils who may not be doing as well as they should, and to take action. Teachers make good use of information about pupils' progress to plan the next steps in learning. Careful assessment of pupils who have learning difficulties and/or disabilities, and the setting of precise learning targets, support their progress effectively.

Curriculum and other activities

Grade: 1

The school judged its curriculum to be good, but the inspection considers it outstanding because it supports exceptional achievement in many aspects of pupils' work. A rich range of activities and experiences meets the pupils' needs very well. The curriculum is carefully planned and organised, which helps all the pupils to build their skills and knowledge rapidly. A good and developing curriculum in the Foundation Stage helps the children to make good progress in all aspects of their learning. Throughout the school, a strong emphasis on literacy and numeracy results in high achievement, but the curriculum also has strengths in the arts and design and technology that encourage pupils' practical and creative skills. For example, many pupils learn to play a musical instrument and they enjoy the many drama activities. Opportunities for learning outside lessons are outstanding in range and quality, particularly the wide range of visits that support pupils' learning. The curriculum meets the needs of pupils with learning difficulties and/or disabilities very well. Clear plans for their learning and skilled support from staff help support their progress effectively.

Care, guidance and support

Grade: 1

The school judged this aspect to be good, but the inspection finds it outstanding because, as many parents feel, the care, guidance and support for each pupil is a key strength. Many pupils need extra support because of difficulties in their lives. The staff know individuals very well and work very hard to ensure that each pupil is safe, happy and ready to learn. The pupils say they feel safe and cared for in school because, 'The teachers are kind, they care about you, and they help you if you're unhappy.' This confidence in the care staff provide makes a strong contribution to pupils' personal development. The school has tried and tested procedures for matters such as child protection and health and safety.

Pupils' academic progress is monitored frequently and the information is used effectively to ensure that each pupil is doing as well as possible. Teachers have a good

awareness of pupils' individual needs and what they should be learning next. They provide good guidance and support to help pupils of all abilities to improve.

Leadership and management

Grade: 1

The school judged this aspect to be good, but the inspection finds it is outstanding because leadership has set the high expectations that have driven on both staff and pupils to exceptional achievement. The headteacher has very clear values, which are shared by the staff. He does not accept that pupils who start school with weak skills cannot be successful. Indeed, he insists that they must succeed. Over a number of years, the school has created a very positive environment for learning, focused on high achievement, and this is the basis for its current excellence. Leaders have an exceptionally good understanding of how pupils' learning can improve further, based on careful assessment of their progress. In this way, the school uses what it knows about pupils' existing achievement to raise standards. Lessons, teachers' planning and pupils' work are monitored carefully, and action is taken to improve pupils' learning. The school uses performance management well to set staff targets concerned with raising pupils' achievement. The school improvement plan provides a very clear way forward. All these strengths put the school in an exceptionally good position to improve further.

The views of parents, pupils and other members of the school community are sought and acted upon. The school is very successful in ensuring that all pupils are fully involved in learning and school life, whatever their background, ability or particular needs. Governors provide considerable support and have a good grasp of the school's strengths and weaknesses.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	1
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	2

The quality of provision

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

¹ 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

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

Thank you for making me feel so welcome when I visited your school to find out how well you are doing. I think your school is one of the best I have ever visited because everyone works so hard to make sure you learn as much as possible. Here are all the things that are so special about your school, and one way in which it could be an even better school.

- You try hard with your work and so you are learning new things very quickly.
- By the time children get to Year 6, they have learned a lot.
- You enjoy your lessons because the teachers make learning fun.
- Everyone is very friendly and you all get on extremely well together.
- You are well behaved and very friendly towards visitors.
- The older children are very responsible and they look after the younger ones well.
- You have a good understanding of how to be healthy and stay safe.
- The teachers are very good at helping you to learn quickly.
- Your parents like the school because the teachers get to know you really well.
- There are lots of interesting things to do in lessons.
- You really enjoy all the activities outside lessons, particularly the visits.
- There are lots of interesting music and drama activities.
- You like the way the staff take great care to make sure you are safe and happy.
- All the staff work hard to make sure your school is a good place to learn.
- Your headteacher and the staff think that you are all capable of doing well.

The only thing I found that is stopping you learning even more is that some of you have too many days off school. You must try to be at school every day so that you can learn as much as possible.

Thank you for helping me with the inspection of your school.

Woodchurch Road Primary School

Inspection report

Unique Reference Number	105047
Local Authority	Wirral
Inspection number	324147
Inspection date	5 February 2009
Reporting inspector	Dee Brigstock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	427
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr F Doyle
Headteacher	Mrs A Maher
Date of previous school inspection	27 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Woodchurch Road Oxton Birkenhead Merseyside CH42 9LJ
Telephone number	0151 6523104
Fax number	0151 6537276

Age group	4–11
Inspection date	5 February 2009
Inspection number	324147

Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement with an additional focus on higher achieving pupils; the quality of care, guidance and support provided for pupils; and the curriculum for the youngest children in the Reception classes. Evidence was gathered from the school's self-evaluation, assessment records, policies and governing body minutes, observation of the school at work, discussions with senior staff and pupils and the parent questionnaires. Other aspects of the school were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This is a large school serving an area of relatively high social disadvantage. A well above average proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is above average. Almost all pupils are White British with few from other ethnic groups. Very few pupils are at an early stage of learning English and a small number of pupils are looked after by the local authority. Most children join the Early Years Foundation Stage in the Reception class having had some pre-school nursery experience. The school has several awards. For example: Basic Skills Quality Mark, Inclusion, Gold Activemark, Healthy School, Investors in People and International School. There is a pre-school and out of school care provision on site; they are run by private providers and did not form part of this inspection.

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 in which pupils' personal development and well-being are outstanding. It provides good value for money. Pupils' achievement is good and standards are higher than at the last inspection, demonstrating the school's good capacity to improve.

When most children join the Early Years Foundation Stage their skills are well below those expected for their age, with language and mathematical skills being particularly low. Despite making good progress, few meet the goals expected for their age by the time they join Year 1. By Year 2, standards are broadly average and by Year 6 they are above average, demonstrating pupils' continuous good achievement in response to the school's good quality provision.

Pupils and adults get on well together. Adults are good role models for pupils and pupils' behaviour is outstanding. This is demonstrated particularly well by the sensible, safe way they negotiate the corridors and stairs in school and how well they play together in the yard. Pupils say they enjoy school very much, and they show a real interest in the good quality, well-enriched curriculum and their learning. They really appreciate the visits and visitors they have and the wide range of extra-curricular clubs and societies on offer, which enrich their learning. The curriculum is organised into themes, which successfully encourage pupils to make links between different subjects and areas of learning. The excellent work pupils complete within their personal and social curriculum gives them a good understanding of how to be healthy, stay safe and about the variety of faiths and traditions in the local community. Other initiatives, for example, independent cash-generating ventures, effectively give pupils confidence for the future. Despite pupils' clear enjoyment of school, attendance is just average because several families take their children on holiday during term time.

Teaching is good. Most parents comment very positively on the quality of teaching and how accessible teachers are to them. A typical comment being, 'The teachers in this school do not just get to know the children – they understand them.' Leaders have invested in additional staffing to make teaching groups smaller in English, mathematics and science. This has successfully raised standards, particularly for pupils with learning difficulties and/or disabilities. This group benefits from very well-planned small group work and makes consistently good progress. One of the school's goals is to lift the proportion of pupils gaining the higher levels by the end of Years 2 and 6, and many pupils are well on their way to doing this. However, teachers of the middle and higher attaining groups in English and mathematics do not routinely plan different learning activities for smaller groups within the sets, as they do so successfully for the lower attaining pupils. This limits some higher attaining pupils' progress.

The school provides good quality care, guidance and support for pupils. Policies and procedures for protecting children meet requirements and are kept up to date. All pupils have challenging targets to meet and these are regularly reviewed. Teachers mark pupils' work rigorously, assessing progress and informing them clearly how to improve further. Indeed the older pupils are beginning to mark their own work with some accuracy. When marking, teachers also correct spellings and grammatical mistakes but there is no evidence in pupils' books to show that pupils do these corrections or learn from their errors. This is a missed opportunity for pupils to improve their work further.

Leadership and management are good. Governors have a clear view of what the school is doing to improve further and they monitor its progress rigorously. The headteacher has an excellent understanding of the school's position as shown by the accurate school self-evaluation. The

senior management team is recently established. All members are eager to play their part within their areas of responsibility, which accurately reflect the school's priorities; for example, in accessing additional support and training in mathematics. The school's impact on community cohesion is good. It has numerous links within the local community such as the local football club, which sends in members to help pupils with their work. It has also established links with three schools in Africa to give pupils a wider understanding of different communities.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and knowledge of the new Early Years Foundation Stage curriculum result in good quality teaching and planning. This enables the children to make good progress from their well below expected starting points in almost all areas of learning. Parents comment very positively on the welcome their children have in the class and how approachable staff are. A typical comment is, 'It is a fantastic, orderly, fun and nurturing environment.' All children have equal opportunities to take part in similar planned learning experiences. They have time to consolidate and practise their learning in their own independent activities, during which adults accurately assess their learning. Adults' modelling of speech successfully promotes children's language and communication skills. For example, the home corners are currently airports; when children are checking in, adults ask them, 'Are you carrying anything sharp?' Although the outdoor classroom is not freely available throughout the day, when children do go outside, they find interesting and engaging learning experiences. For example, boys were particularly keen to make paper aeroplanes and measure how far they could fly. In such practical ways, teachers are successfully focusing on the school's priorities to raise standards in communication, language and literacy and in mathematical development. Children's skills at the end of Reception are mostly below those expected for their age. Good care and guidance results in children making very good progress in their personal development, learning from adults. As a result, they are extremely well behaved and cooperative with each other. They attain the skills expected for their age in this area and in physical development.

What the school should do to improve further

- Regularly plan different learning activities and tasks for groups within the middle and higher attaining band of pupils.
- Update the marking policy to ensure that pupils learn from their mistakes.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

On behalf of the other inspector and myself, I would like to thank you for your friendly welcome when we came to inspect your school recently. We really enjoyed talking with you. Thank you too for showing us your books and answering all our questions about your work. I must say that we were very impressed with all the fantastic artwork around the school. Those Tudor costumes were stunning!

We found that your school gives you a good standard of education. Here are some of the really good things about your school. Your headteacher and other senior staff have a very good idea of what works well and what could be improved and they are always trying to find ways to make the school even better for you. You make good progress throughout your time in school and, overall, reach above average standards by the end of Year 6 so that you are well prepared to move on to your next schools. The youngest children have a good time in Reception and also make good progress. We were very impressed by your excellent behaviour, particularly when you went up and down the stairs so safely and courteously. You have good opportunities to express your opinions and are good learners. Everyone is included and has the chance to shine. We thought your thematic work in the curriculum was particularly interesting and your PSHE work books were excellent. Your teachers plan interesting lessons for you and teach you well. You move between your sets for English, mathematics and science really sensibly. We have asked your teachers to design more group work for you in these sets so that all of you have equally challenging work to do. We have also asked them to make sure you do your corrections so that you learn from your mistakes!

Thank you again for your welcome.