

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



2 March 2011

Mrs G Peters  
Headteacher  
Thurstaston Dawpool CofE Primary School  
School Lane  
Thurstaston  
Wirral  
Merseyside  
CH61 0HH

Dear Mrs Peters

### **Ofsted 2010–11 subject survey inspection programme: English**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 16 February 2011 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three lessons and brief visits to a further three.

The overall effectiveness of English is good.

### **Achievement in English**

Achievement in English is outstanding.

- Attainment by the end of Key Stage 2 remains high, although it has slipped a little over the last three years. At the end of Key Stage 1, attainment is above the national average and broadly average for the school's context. Pupils' speaking and listening skills are good for their age.
- Pupils make good progress in the Early Years Foundation Stage.
- Throughout the school, pupils' attainment in writing is not as high as in reading. The proportion reaching a high standard for their age in writing is in line with the national average.

## **Quality of teaching in English**

The quality of teaching in English is good.

- The teaching observed was predominantly of a good quality with some, in upper Key Stage 2, that was outstanding. Pupils' good progress confirms that this picture of teaching is typical.
- Relationships between staff and pupils are very good and pupils are generally extremely well behaved. Consequently, lessons are very orderly.
- The most effective lessons were characterised by: high expectations, carefully matched to the range of pupils' abilities; very good use of time with an appropriately brisk pace but sufficient time for pupils to think; appealing activities; and a sense of teacher and pupils in a shared pursuit of learning.
- When teaching was not so effective, the pace was slower, some pupils' inattention was missed, or pupils had limited opportunities for active learning.

## **Quality of the curriculum in English**

The quality of the curriculum in English is good.

- The curriculum covers all that is required, often in imaginative ways. It pays good attention to drama, media, and information and communication technology.
- The range and extent of additional support for pupils who are at risk of falling behind or who have particular learning needs are good.
- Pupils have good opportunities to develop the skills and attributes needed for good learning and to use their literacy skills in other subjects.
- The school provides a range of activities to enrich the curriculum in English.

## **Effectiveness of leadership and management in English**

Leadership and management in English are good.

- You work closely with the recently appointed subject leader. You share an accurate picture of the effectiveness of the provision and know where it could be improved. Planning for improvement is sound and the capacity to achieve it is good.
- Senior staff keep a careful eye on pupils' progress and initiate additional support promptly for any pupils at risk of underachieving.
- Steps have been taken this year to improve provision, especially through a good amount of professional development for staff, including partnerships with local schools.

Areas for improvement, which we discussed, include:

- further accelerating pupils' progress by the end of Key Stage 1 and in writing in Key Stage 2, particularly for the abler pupils
- extending the range of activities to enrich the curriculum in English.

I hope that these observations are useful as you continue to develop English in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Pat Kime**  
**Her Majesty's Inspector**