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16 June 2011

Mrs J Ngenda  
Headteacher  
Blueberry Park  
Ackers Hall Avenue  
Liverpool  
Merseyside  
L14 2DY

Dear Mrs Ngenda,

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Blueberry Park**

Thank you for the help which you and your staff gave when I inspected your school on 15 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the pupils who gave up some of their lunchtime to talk with me, the representative from the governing body and staff for their time and courtesy.

Since the last inspection, pupil numbers have fallen, resulting in the reduction of two teaching staff and one teaching assistant and one nursery nurse. The number of classes has been reduced by one. There is a shadow governing body which is replacing the previous Interim Executive Board.

As a result of the inspection on 10 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Results of the national assessments and tests in 2010, show that attainment at the end of Year 2 and Year 6 improved. The increase in all areas continues a steady improvement over time. Although attainment at the end of Key Stage 2 remains below that expected nationally, especially in mathematics, results show an improving trend. Attainment for the more able pupils has also improved in all areas. Current assessment and predictions held by the school suggest that these improvements are likely to be sustained in 2011. Progress measures are significantly better than national expectations. The vast majority of pupils are making much better progress towards challenging targets and many are making accelerated progress. Data show that pupils who are known to be eligible for free school meals and pupils with special educational needs and/or disabilities are also making better progress.

January 2011



INVESTOR IN PEOPLE

The headteacher is dynamic in her approach and has ensured a common, united drive to raise achievement across the school. She is determined to raise attainment and improve rates of progress even further. She regularly and systematically monitors teaching and learning using a range of approaches and has worked successfully to improve the skills and confidence of staff. The shadow governing body has received training to ensure that the school is held further to account. They are now involved to a greater extent in the strategic direction of the school.

The school has moved to a cross-curricular approach to learning and has redesigned the curriculum. It is now based on the context of its pupils, and aims to engage and motivate them through discovery based learning. Work has been ably led by the deputy headteacher, who has delivered training based around the theme of creativity. Better links are now made between different subjects in order to give learning a purpose. The school has already monitored this work, which shows that more pupils are on track to reach age-related expectations at the end of Key Stage 2. The school acknowledges that this work is still developing, but solid foundations have been established to move the school forward with a more skills-based learning curriculum.

The quality of provision is improving and teachers work collaboratively to develop it further. Good practice is routinely shared, and training has resulted in a more consistent approach. The impact of the improved teaching is seen in the better progress being made by pupils. Marking of pupils' work has overall improved although inconsistencies remain. Pupils are more aware of their next steps in their learning, as one commented, 'Marking gives you tips on how to improve!'

The school has worked hard to improve attendance and reduce the number of pupils who are persistently absent. There are a wider range of strategies in place to work with parents and carers, which is increasing their awareness of the importance of regular attendance. While positive, innovative strategies have been employed, for example, 'Come dine with me' on a Friday and spot prizes, the school has taken a firm approach to reduce absenteeism. The learning mentor dedicates each morning to monitoring attendance and regularly meets with parents and carers to outline the school's updated policy and procedures. Links with the local authority, through the Education Welfare Officer, are stronger. Links with the children's centre have improved and the school signposts parents and carers to support and guidance that the centre offers. Facilities are shared and the school makes increased use of them, for example, the sensory room. The breakfast club is popular and the school works alongside vulnerable families to access this provision where it is of benefit to pupils. As a result of the school's efforts, the numbers of pupils who are persistently absent have reduced and attendance rates are showing signs of improvement.

The local authority has provided valuable support for the school with a focus on improving teaching and learning. Consultant support has been well received because it has been tailored to the needs of the school. This has included training of staff, monitoring of books and improving the teaching and learning environment.

I hope that you have found the inspection helpful in promoting improvement in your school.  
This letter will be posted on the Ofsted website.

Yours sincerely

Mrs Jane Millward  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place 10 March 2010**

- Raise attainment and improve pupils' achievement further by:
  - ensuring work in foundation subjects matches pupils' learning needs and that marking enables pupils to improve their work
  - ensuring that pupils have sufficient opportunities to develop their skills in other subjects
  - improving curricular planning for foundation subjects so that pupils can make links between different subjects
  - making teaching at least good throughout the school by sharing the school's good practice more widely.
  
- Improve attendance further by:
  - working with parents and carers to promote a shared understanding of the importance of regular attendance
  - developing closer links with the children's centre
  - extending the breakfast club.