

22 September 2011

Mr A K Price  
Headteacher  
Norman Pannell School  
Brownbill Bank  
Liverpool  
Merseyside  
L27 7AE

Dear Mr Price,

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Norman Pannell School**

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 21 September 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Would you also thank your School Improvement Partner who spoke to me on the telephone and the pupils, past and present, who gave up their time to talk to me so enthusiastically about the school.

Since the last inspection a new deputy headteacher has taken up post at the start of this term, following the retirement of his predecessor. A teacher who retired at Easter has not been replaced. A small number of pupils in one year group has resulted in the introduction of some mixed-age classes in Key Stage 2.

As a result of the inspection on Monday 21 June 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 satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The school is now making better progress in improving attainment in English, particularly writing. Assessment results in English rose sharply in 2011, showing a good increase in the proportion of pupils attaining the expected level at the end of Year 6, as well as a good increase in the proportion attaining the higher Level 5. Assessments for pupils just starting Year 6 indicate the improvements are being maintained. Pupils continue to make satisfactory progress in mathematics though the proportion of pupils attaining the expected level in mathematics in 2011 was below average. Assessments for pupils just starting Year 6, supported by observation of pupils in class, show an improving picture with an increased proportion of pupils working at the expected level. Assessments in Year 2 for 2011 show the school has reversed the trend of falling attainment with an increase in the proportion of pupils working at the expected level in reading, writing and mathematics. Almost all pupils

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made at least the expected progress, with approximately one third of pupils making better progress than is usual.

The school has worked closely with literacy and numeracy consultants from the local authority and the subject leaders and staff have been enthusiastic in adopting their advice. Lessons have clear learning objectives and pupils are more involved in assessing whether they have learned well in lessons or whether they need further help. The school has devised a clear policy for marking pupils' work, which is being used consistently through the school and is helping pupils to understand what they have done well. Suggestions for helping pupils to improve their writing are precise and have been effective in improving pupils' learning and progress. Suggestions for improvement in mathematics are less well focussed and have not had quite the same impact on pupils' learning. Teachers plan work to match the needs of different groups and this has helped to raise their attainment in writing, particularly for the more able. In mathematics lessons, however, more-able pupils are not always moved on quickly enough when it is clear they have understood their initial tasks. Initiatives such as The Big Write, a writing competition for all pupils and regular assessment and levelling of pupils' work, alongside extensive opportunities for writing in other subjects, have been effective in improving the quality of pupils' writing. The school is looking to apply similar strategies to improve attainment in mathematics. Examples include increasing opportunities for using and applying skills in solving problems in mathematics and other subjects, as well as developing strategies for assessing pupils' work more precisely, although this is at an early stage.

The learning mentor is working closely with other professionals in supporting families to improve attendance. Parents, carers and children have responded well to rewards, such as certificates and treats to celebrate 100% attendance. Attendance has improved steadily and there has been a reduction in the number of families whose children are persistently absent.

Whole-school initiatives to improve writing have been successful in raising attainment, and actions to improve attendance are leading to a steady improvement. The school monitors its work carefully and judgements on its own effectiveness are generally accurate.

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 Shirley Herring  
Additional Inspector

## **Annex**

### **The areas for improvement identified during the inspection which took place Monday 21 June 2010**

- By the end of the next school year raise attainment and improve learning and progress by ensuring that:
  - the most effective practice is shared more widely so all pupils make or exceed their expected rate of progress and Year 6 pupils achieve their expected level in the national tests in 2011 and beyond
  - lesson objectives are focused on what pupils are to learn and not just the tasks to be completed
  - pupils know how well they are doing and what they need to do to improve
  - teachers plan work that provides sufficient stimulation and challenge for each of the different groups within the class
  - improvement points raised during marking are followed up in the next lesson.
- Improve attendance rates and its impact on learning by setting and achieving higher targets and improving pupils' and parents' and carers' understanding of the importance of good attendance.