

Booker Avenue Infant School

Inspection report

Unique Reference Number	104593
Local Authority	Liverpool
Inspection number	355600
Inspection dates	7–8 December 2010
Reporting inspector	Jane Millward HMI

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Mrs Lynne Cottrell
Headteacher	Mrs Lynne Brown
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 16 lessons; all teachers were seen and meetings were held with parents and carers, groups of pupils, governors, staff and the local authority. They observed the school's work, and looked at the school development plan, policy documentation, pupils' work, tracking data, plans for the curriculum, notes of visits by the School Improvement Partner, minutes held by the governing body, attendance data, the single central record of information held on staff, other safeguarding documentation and 112 parent and carers' questionnaires.

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

- The effectiveness of leaders at all levels at driving school improvement and if this is sufficiently focused on improving outcomes for all groups of pupils.
- How the school supports pupils, especially those most vulnerable, who are in danger of underachieving.
- How appropriately the curriculum meets the needs of learners and how it impacts on attainment and progress for all learners.

Information about the school

Booker Avenue Infant School is a larger-than-average-sized infant school which shares a campus with the junior school. The proportion of pupils known to be eligible for free school meals is lower than the national average and there are fewer pupils from minority ethnic heritages than the national average. The percentage of pupils with special educational needs and/or disabilities is much lower than the national average. The school has a variety of awards including; an award for information and communication technology (ICT); Basic Skills award; Dyslexia Friendly status and the Sports Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Booker Avenue Infant School is a good school. Pupils are happy, enjoy school, have positive attitudes, make good progress and have high attainment. They are well-behaved and readily engage in school life. Relationships between staff and pupils are very positive and this contributes to the effective personal skills that they develop from an early age. Pupils, parents and carers appreciate the wide range of activities and enrichment the school offers. These spark an interest in pupils' imagination and this supports the good progress they make in lessons. For example, pupils in Year 2 were engrossed in drama work to support the writing of fairy tales. Attendance is above average and pupils arrive punctually. Children in Reception make good progress which is then built upon in Key Stage 1. Progress remains good and no time is wasted in developing children's learning. By the time pupils leave school attainment is significantly above national expectations and this represents outstanding achievement.

Teaching and learning are good overall but variability exists across the school. Teachers use detailed and accurate assessment procedures to check pupils' progress, although this information does not always impact sufficiently on teachers' planning. Good deployment of adults contributes to the good quality of provision. While most teaching is good and sometimes outstanding, this is not always the case and the school misses opportunities to share the very good practice that exists. Marking of pupils' books acknowledges the efforts of pupils and the best effectively guides pupils in how to improve their work. However, this is inconsistent across the school and across subjects. The curriculum meets the needs of learning and there is evidence to show how it has been tailored to better meet the needs for some learners. The topic 'we are all different but we are all the same' by Year 1 pupils demonstrate the awareness of, and commitment to, valuing diversity. However, the school recognises that opportunities for pupils' to develop their understanding of different countries could be further embedded.

Leaders and managers continue to focus on raising attainment for all pupils and rigorous tracking has supported this work. The headteacher holds termly pupil progress meetings where the progress made by all pupils is monitored. This has led to earlier interventions for those pupils needing further support.

Members of the governing body are involved in all aspects of school life and have an accurate view of the school's strengths and areas to develop. Expertise within governors is used to very good effect. Parents and carers feel well supported by the school and very positive relationships exist. This is especially so for vulnerable learners. Furthermore, the links with external agencies ensure vulnerable learners' and their families' needs are met well.

This school has prioritised the raising of attainment for specific groups through accurate and robust self-evaluation. Leaders and managers have focused on improving systems and

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procedures to check pupils' progress. The school acknowledges it now needs to develop systems further to monitor and evaluate the quality of provision and involve middle leaders to a greater extent. Leaders have an accurate picture of the strengths and weaknesses in school and have correctly prioritised actions to improve. As such, the school is well placed to sustain and develop its success and has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the consistency of good or better teaching further by:
 - developing opportunities for the most effective teachers to demonstrate the strategies used to motivate, inspire and guide pupils of all abilities
 - developing the use of assessment information to plan activities that are precisely tailored to meet the needs of all pupils
 - ensuring marking consistently informs pupils how to improve their work.
- Further sharpen the focus of monitoring and evaluation of key areas for improvement by:
 - developing a rigorous monitoring cycle which provides teachers with next steps for improving provision and outcomes
 - developing the role of middle leaders in school to take ownership for monitoring their subject areas of responsibility.
- Improve pupils' global awareness so that pupils develop their interest and understanding of the way communities and societies function at a variety of levels.

Outcomes for individuals and groups of pupils

2

Pupils at Booker Avenue Infant School are very positive about school. They have good attitudes and enjoy their time in school. They behave well at all times and are very polite and courteous. Children enter the school in line with national expectations and make good progress in the Early Years Foundation Stage. When they enter Year 1, pupils are achieving above national expectations. The good progress made by all pupils continues and by the end of Key Stage 1, attainment is significantly above what is expected nationally in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make good progress and achieve well in all areas. Pupils have a good awareness of how to lead healthy lifestyles and to stay safe. Pupils begin the day with a 'wake up and shake up' activity which is very well received. They know who to turn to if they have a problem and they know issues will be resolved quickly by a caring and responsive team of school staff. Pupils are thoughtful regarding their own behaviour and show consideration towards one another. Pupils are well prepared for the next stage of their education through well- developed basic skills. They have a good understanding of achieving goals and the Year 2 shop incorporates a profit and loss system. Pupils relate well together and show an interest in others feelings, values and beliefs. They are proud of their 'buddy system' and their respect for each other shows their good spiritual, social, moral and cultural development. Pupils are keen to take on responsibility and take their roles seriously. The school council was instrumental in playground improvements and identifying the need for recycling bins. Pupils understand and care about issues facing

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their local area, for example, 'Liverpool's Hidden Hunger' campaign. Attendance is above average and the school has effective strategies to support this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and learning are variable across the school. When teaching is at its best, pupils are thoroughly engrossed and are keen to learn and make progress. High expectations prevail and groups are skilfully challenged. Good relationships are evident and pupils cooperate and work together for a common purpose. Resources are used effectively and good deployment of teaching assistants provides effective support. Consequently, pupils enjoy their learning and show enthusiasm and curiosity. For example, in a Year 2 lesson, pupils enjoyed being detectives examining clues to discover if the 'big, bad wolf' was guilty of killing the three pigs! In less effective lessons, activities are not planned well and time is wasted. Expectations are not always high enough, especially for the more-able pupils. The quality of planning of lessons by teachers varies and in some examples too little emphasis is placed on assessments to support pupils in their next steps of learning. The marking of pupils' work is inconsistent across the school. Most, affirms the efforts by pupils, but does not support pupils in how they can improve their work and some pieces of work remain unmarked. Inspectors also saw examples of literacy work marked to a high standard. It was rigorous and highly supportive in guiding pupils to improve.

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The curriculum is good and takes into account the school's context. The adaptation has ensured it better meets the needs of groups of pupils and a recent review has increased the interest and engagement in some classes. There is good quality enrichment through visits and visitors to school, for example, trips to the theatre and Spanish lessons in school. There is an effective programme of personal and health development leading to good outcomes. The wide range of extra-curricular clubs is popular and covers a wide range of interests, for example, crafts, cookery and judo. Participation rates in after-school clubs are good. Cultural activities further enrich the curriculum and pupils talk with interest about learning about Indian dancing and culture. The good curriculum contributes to good learning, progress and enjoyment by all pupils.

Care, guidance and support are outstanding and remain a high priority for the school. The support given to pupils is extremely well targeted and members of staff know the pupils and their families very well. Support for vulnerable pupils is highly effective and links with outside agencies ensure a combined approach to contribute to pupils' personal development and achievement. Pupils benefit from the 'Rainbow' scheme in school where counselling supports pupils with upsetting issues of loss.

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	1

How effective are leadership and management?

The headteacher knows the school well and has developed a united team which is focused on providing the best outcomes for all pupils. Her vision is broad and embraces families, the community as well as academic achievement. She has implemented effective systems to provide detailed information on the progress of individuals and groups of pupils. As a result, there is a quicker identification of pupils who may fall behind in their work and successful programmes are used to accelerate progress. Teaching and learning are monitored through lesson observations carried out by the headteacher. While monitoring is evident, a structured approach has yet to be implemented to ensure rigour and targeted improvements in areas where it is most required. Middle leaders have some involvement in monitoring but the school acknowledges that there are ways in which this could have a greater impact across the school. There are further lost opportunities for leaders to identify the characteristics of more effective lessons and share this more systematically to further improve practice.

The governing body is committed to the improvement of outcomes for all groups of pupils. It has a very good understanding of the strengths and weaknesses of the school and through governors' meetings all members are kept informed of the work of the school. Individual governors bring a wide range of expertise to the school which is then used to

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support and challenge the decisions of senior leaders. The Chair of the Governing Body is highly visible in school and as such, is aware and has an impact on identifying school priorities.

The school values the contributions made by parents and carers and listens to their views. Information is gathered and acted upon, for example, the recent introduction of a text messaging system of communication. The school knows its families well and provides appropriate and relevant support which is tailored to individual need and circumstance. The school liaises with a range of outside agencies to provide help and guidance and this has a positive impact on pupils' well being and learning. There are clear channels available to parents and carers to communicate with the school. Strong links have been forged with the junior school and partners support and enrich the curriculum. For example, links with local special schools support transition arrangements to the junior school. The school is proactive in safeguarding all pupils and all statutory requirements are fully met. Systems are effectively evaluated and rigorously enforced. The school promotes equal opportunities and tackles discrimination well. Leaders and managers at all levels promote community cohesion effectively and pupils' awareness is raised through a range of ways, including Action Aid and more locally, the South Liverpool Food Bank scheme.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception classes get off to a good start in school. They enter with skills that are typical for their age, and make good progress due to good teaching, a well-organised curriculum and high quality care. Consequently, children quickly become independent and able to care for themselves and consider the needs of others. They are happy, enjoy learning and investigating and are keen to talk about what they are learning. Safety is good so children feel very secure. Provision is good with highly effective

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teaching. For example, children were captivated by an activity to investigate how ice melts. Planned activities effectively cover all areas of learning. They are investigative in their approach and extend and develop children's language and personal development well. The outdoor environment is used successfully to extend the curriculum. There is a good balance of adult-led and child-initiated activities which allow children to develop and extend their own interests, while ensuring a balanced range of purposeful activities. Welfare and care arrangements are good and staff know children and families well. There is shared sense of ambition to improve provision and the partnership with the local authority has brought about improvements in provision and outcomes. Leaders have developed a well-focused action plan to ensure continual improvement and teamwork prevails to work towards a common purpose.

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

There was a better than average response to the parent and carers questionnaire. The overwhelming majority of parents and carers are very happy with the school. Almost all consider that the school keeps their children safe and enable them to enjoy school. One written comment summarised the view of many parents and carers, 'Booker Avenue Infants is a caring, forward-thinking and thoughtful school. My child has developed in confidence and the staff and adults have been extremely supportive in the academic and pastoral care.' Parents and carers who spoke to inspectors said they were kept well informed and were regularly updated on the progress of their children. They felt that that all staff were very approachable and that any issues were quickly resolved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Booker Avenue Infant 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	77	26	23	0	0	0	0
The school keeps my child safe	91	81	19	17	0	0	0	0
My school informs me about my child's progress	62	55	45	40	2	2	0	0
My child is making enough progress at this school	67	60	41	37	2	2	0	0
The teaching is good at this school	81	72	28	25	1	1	0	0
The school helps me to support my child's learning	66	59	39	35	3	3	0	0
The school helps my child to have a healthy lifestyle	73	65	36	32	1	1	1	1
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)	52	46	47	42	1	1	0	0
The school meets my child's particular needs	73	65	36	32	1	1	0	0
The school deals effectively with unacceptable behaviour	60	54	47	42	2	2	0	0
The school takes account of my suggestions and concerns	55	49	53	47	2	2	0	0
The school is led and managed effectively	73	65	39	35	0	0	0	0
Overall, I am happy with my child's experience at this school	82	73	27	24	2	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



9 December 2010

Dear Pupils

Inspection of Booker Avenue Infant School, Liverpool L18 9SB

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing and what you said helped us with our findings.

Booker Avenue Infants is a good school. You achieve very well, have good attitudes and enjoy your learning. I was very impressed with your good behaviour and how friendly you are to visitors. You take care of one another and work as hard as you can. What you achieve in English and mathematics is outstanding and most of your lessons are interesting and help you learn. You are very proud of your school and enjoy the many activities that make it a busy and interesting place to be. All the school staff take very good care of you. They know each and every one of you very well and they are able to support you with your work and any worries you have.

It is my job to find out how schools can do even better. I have asked your headteacher to make sure all your lessons are of a really high standard and that teachers plan lessons so that you can always make good progress. I have asked your teachers to mark your work so that you always know what to do to improve it. I also think you could know more about different cultures and issues around the world so I have asked your teachers to teach you more about these interesting issues in lessons.

Thank you again for your very warm welcome and enjoy your learning.

Yours sincerely

Jane Millward

Her Majesty's Inspector

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