

# Booker Avenue Junior School

## Inspection report

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<b>Unique Reference Number</b>	104522
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	355593
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Mark Williams HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Rafferty
<b>Headteacher</b>	Mr Jonathan McCausland
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Booker Avenue Liverpool Merseyside L18 9SB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed teaching and learning in 24 lessons taught by 14 teachers. They held meetings with groups of pupils, governors, staff and the School Improvement Partner. They observed the school's work, and looked at a range of documentation related to pupils' progress, leaders' evaluations and safeguarding. Inspectors also took account of inspection questionnaires returned which totalled 172 for parents and carers, 102 for pupils and 28 for staff.

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

- How well improvements in teaching and the use of assessment are leading to better levels of challenge for all pupils so that the progress they make in their learning is at least good.
- Why it is that pupils with special educational needs and/or disabilities appear to achieve better than their peers.
- How well leaders have built on the good improvements identified in May 2010 and whether or not the impact of their actions on outcomes for pupils and the progress they make in their learning and personal development demonstrates outstanding capacity to sustain improvement.

## Information about the school

When the school was inspected in September 2009 it was given a notice to improve. HMI visited the school in May 2010 and judged it to be making good progress in improving the quality of leadership and management, raising the quality of teaching and enabling pupils to make better progress in their learning.

The school is larger than average in size. The proportion of pupils known to be eligible for free school meals is about half that found nationally. Most pupils are of White British heritage. A small number of pupils are believed to speak English as an additional language. A smaller proportion of pupils than that found nationally have special educational needs and/or disabilities. The school holds the Healthy Schools Award and the Active Sportsmark. The school was subject to some disruption in staffing in 2009/10.

**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**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Leadership has improved significantly since the inspection of September 2009. Leaders and the governing body have widened responsibility and accountability to include those responsible for subjects and tackled the issues identified at the previous inspection with urgency. As a result, safeguarding arrangements are now of good quality. Also of good quality, although with a little inconsistency, are the quality of teaching and the use of assessment to inform learning. Leaders' evaluation of this improved quality has been generally accurate, although the focus is sometimes too much on what teachers do rather than what pupils are learning. Nevertheless, the school possesses a much clearer and accurate view of where pupils are in their learning. In most cases this is used well to plan lessons which are now leading to better levels of challenge and rates of pupils' progress. This is welcomed as much as it is deserved; indeed, the progress pupils with special educational needs and/or disabilities make is good. Overall, though, the progress pupils make over time in their learning, from starting points already significantly higher than most, is satisfactory. This is because the improvements in teaching and assessment have not had time to impact fully. It is principally this overall satisfactory achievement which makes the school's overall effectiveness satisfactory.

There have been a number of good improvements since the September 2009 inspection. These include all aspects of pupils' personal development. For example, they now demonstrate good attitudes towards safety and behaviour and the extent to which they adopt healthy lifestyles is outstanding. Also outstanding are the levels of care, guidance and support provided by the school and the partnerships it engages in to support pupils' personal development. The very large majority of parents and nearly all pupils and staff report their confidence in the school. They are right to do so: this is an improving school. These improvements and this confidence demonstrate the school's good capacity to develop further.

## What does the school need to do to improve further?

- Ensure that teaching and the use of assessment are good or better in every class in order for pupils to make at least good progress in their learning by:
  - teachers more consistently using the assessment information they have to identify and plan what their pupils need to do next in their learning
  - leaders, in their evaluations of teaching and learning quality, always focusing on the learning outcomes for pupils.

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- Up to 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**

While achievement is satisfactory, as it was in the previous inspection, it is improving. This is because improvements in teaching quality and the use of assessments are leading to better rates of progress for pupils. These features were observed in lessons during the inspection and in samples of pupils' work. They need more time to impact though. The school's own accurate records and unvalidated national data show that, from already high starting points, pupils go on to attain high standards in English and mathematics by the time they leave by generally making the progress expected of them. This represents satisfactory progress overall with some pupils, those with special educational needs and/or disabilities for example, performing particularly well and others less well.

The attitudes and attributes pupils demonstrate in their personal development have all improved and are at least good. They have done so because of strong levels of care, guidance and support and through the wide range of extra-curricular opportunities afforded in which, over the course of a year, nearly all pupils will participate in at least one. Most noticeable is pupils' understanding of keeping healthy both physically and emotionally. It is outstanding. Large numbers engage in a range of physical activity such as cross country. Others, when they sing for example, know that good posture is important to aid breathing. Those who participate in the cookery club learn about nutrition at the same time as having fun.

Pupils enjoy school very much. This is demonstrated by their high attendance. They enjoy problem-solving activities which prepare them well for the future, feel safe and their behaviour is good. They value being part of the school and enjoy positions of responsibility, helping distribute materials in class, for example. In addition, they are aware of the needs of others and have raised funds for, among others, their partner school in Gambia and for the 'Help for Heroes' charity. Pupils relate well to each other and with adults. Their spiritual development is enhanced through their enthusiasm for art work and music. They appreciate other cultures well and show maturity in distinguishing between culture and religion.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Pupils now benefit from outstanding levels of care, guidance and support which, over the last year, have improved their personal development outcomes well. This is a significant improvement since the previous inspection. Much improved are the arrangements for safeguarding pupils: these are now good. In addition, strong partnerships ensure pupils experience a wide range of activity both in and out of school to enhance their all-round well-being. These partnerships, coupled with clear individual plans, also ensure pupils who need additional support, those with special educational needs and/or disabilities, for example, receive it in a timely fashion. This high quality support results in such pupils making good progress in their learning and growing in confidence.

Also improved from the previous inspection are the quality of teaching and the use of assessment to support learning. Both are now good. Teachers, in the majority of lessons observed, used the accurate assessment information the school holds to identify what their pupils needed to do next in their learning. There is still, however, a little inconsistency in how this information is used. This inconsistency means that while the quality of teaching and assessment have improved and have led to better rates of progress, there is still some unevenness in the progress pupils make in their learning. In addition, the improvements in both areas have not had time to impact fully on all pupils to make their progress good overall, as the school's own records show.

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In the best lessons pupils are clear about what they are to learn and adults' questioning of them revises what they know, builds on this understanding and leads to, in some cases, rapid progress. An example of this was seen in an outstanding science lesson in a Year 3 class. In this lesson the teacher tested through quick-fire questioning the pupils' understanding of the properties of given materials. Through such questioning the pupils articulated well words such as 'opaque'. The teacher then grabbed the attention of her pupils by showing them a ceramic teapot, a bar of chocolate and several containers while challenging them to think about which material would be best at keeping liquids hot. Her high expectations that appropriate scientific vocabulary must be used and her rephrasing of questions to correct misconceptions that arose resulted in the pupils quickly understanding that some materials are resistant to heat.

The quality of the school's curriculum is good. Information and communication technology is used well across the school to support teaching and pupils' learning. In many classes there are good opportunities for pupils to put their literacy and numeracy skills into practise in other subjects. Curriculum leaders have identified the need to ensure these opportunities are consistently good across all classes. The school, often in partnership with others, provides an excellent range of extra-curricular activities sporting, practical, artistic, musical and linguistic.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Strong action by the leaders and the governing body, making good use of local authority support, has led to middle leaders in the school being trained up to take a more active role in evaluating the school's effectiveness and promoting improvement. This has brought into play new skills and widened accountability. Governance has also improved. The governing body has put into place a clear timetable of action to hold the school to account. It fulfils its statutory duties, particularly in ensuring good arrangements for safeguarding pupils and in promoting community cohesion. Links are being developed, for example, with two schools in very different settings: one in The Lake District and the other in Gambia. This strengthened leadership, coupled with the important and necessary enhancements that have been made in a relatively short period of time, demonstrate the school's good capacity to sustain the improvements made. This capacity is not outstanding owing to the inconsistencies which remain in the progress pupils are making and the otherwise good quality teaching. Leaders' checking of teaching quality has been regular and is increasingly more robust in that its focus has rightly shifted away from what teachers do to what pupils learn as a result. Some of the checking, though, still focuses on the former.

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The school's engagement with parents and carers is good. Particularly impressive are the outstanding partnerships with other agencies which assist in providing the wide range of extra-curricular activity and in supporting the more vulnerable pupils in the school. A positive feature of the school's systems for tracking where pupils are in their learning is the way it identifies pupils by groups not only academically but also by their participation in a wider range of activity. It is this attention to the whole pupil which, in spite of the already reported inconsistencies, makes the school's promotion of equality of opportunity good rather than satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The number of parents' and carers' responses is more than double that of the September 2009 inspection.

The very large majority of parents and carers are happy with the school, appreciate the work of its leaders and staff and have confidence in them. Inspectors agree with their positive comments. A few parents and carers expressed the concern the school was not helping them to support their children's learning. Inspectors note supportive information has been sent out recently and have alerted the school's leaders to the points made in the questionnaire.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Booker Avenue Junior 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 174 completed questionnaires by the end of the on-site inspection. In total, there are 346 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	63	63	36	1	1	1	1
The school keeps my child safe	109	63	64	37	0	0	0	0
My school informs me about my child's progress	63	36	95	55	14	8	0	0
My child is making enough progress at this school	60	34	95	55	11	6	5	3
The teaching is good at this school	62	36	97	56	9	5	0	0
The school helps me to support my child's learning	56	32	92	53	18	10	2	1
The school helps my child to have a healthy lifestyle	84	48	88	51	2	1	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)	59	34	96	55	13	7	0	0
The school meets my child's particular needs	64	37	93	53	10	6	3	2
The school deals effectively with unacceptable behaviour	59	34	95	55	10	6	2	1
The school takes account of my suggestions and concerns	54	31	91	52	14	8	2	1
The school is led and managed effectively	79	45	77	44	10	6	1	1
Overall, I am happy with my child's experience at this school	90	52	72	41	7	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 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 2010

Dear Pupils

**Inspection of Booker Avenue Junior School, Liverpool, L18 9SB**

First of all let me thank you for the very warm welcome you gave to the inspection team when we visited your school recently. We were impressed by your politeness and your good behaviour.

After talking with you and your teachers, watching how your lessons were taught and looking at a wide range of other evidence we have decided that your school no longer requires a notice to improve. Congratulations and well done to everyone! There are many good things about you and your school; indeed some of them are outstanding. These positive features include:

- your excellent understanding of what you need to do to be healthy – your joining in of many of the exciting activities on offer showed us this well
- the way your school gets other people involved in putting these activities on and in supporting those of you who find things a little more difficult
- the good attitudes you display, for example your awareness of the similarities between different cultures and religions
- the good teaching you receive
- the good way in which your leaders have brought in other people in the school to help them make the important improvements necessary.

The progress you are making in your learning is improving because of the good teaching. It is still what we call satisfactory, even though you do reach high standards, and that is why, overall, we have judged your school to be satisfactory. We do, nonetheless, believe it has a good capacity to get even better. In order to do this and make your progress good or better (as it is for those of you who maybe struggle a bit), we have asked that:

- in all classes teachers use the information they have about you to plan and teach lessons which make clear what is you are to learn
- when your school leaders check to see how good your lessons are they always focus on what you are learning.

We know that you will work very hard to support the school in making itself even better. By the way, I was very pleased to see that in a school such as yours where many of you support the big football teams of the city, Liverpool and Everton, some of you Year 5 pupils in your mathematics work about percentages have not forgotten to support Tranmere Rovers! Thank you!

On behalf of my inspector colleagues, I wish you every success for the future!

Yours sincerely

Mark Williams

Her Majesty's Inspector

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