

Park Brow Community Primary School

Inspection report

Unique Reference Number	104429
Local Authority	Knowsley
Inspection number	355583
Inspection dates	5–6 October 2010
Reporting inspector	Frank Carruthers

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair	Mrs Eileen Gaskin
Headteacher	Miss Valmai Roberts
Date of previous school inspection	6 March 2008
School address	Broad Lane Southdene, Kirkby Liverpool, Merseyside L32 6QH
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or parts of lessons were observed involving 14 teachers. Meetings were held with pupils, governors, staff and several parents. Inspectors observed the school's work, and looked at pupils' books, school assessments, planning and school policies including those concerning the safeguarding of pupils. One hundred and fifty-one questionnaires were returned by parents and carers and read, and 151 pupil questionnaires were completed, read and analysed. In addition, 35 staff returned a questionnaire.

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

- How effective the senior leadership team has been in providing a good education during a period of significant change.
- How much progress is being made by pupils in Key Stage 1.
- How effective are measures to promote good attendance.
- The strengths that are evident in pupils' personal development and the school's provision.
- How effective safeguarding procedures are.

Information about the school

Park Brow Primary School is larger than the average primary school nationally and has increased in size since the last inspection. This increase is due to the closure of a neighbouring school in August 2009. The school operates on two sites about half a mile apart. The Broad Lane site houses the Early Years Foundation Stage which consists of two part-time Nursery classes and two classes of Reception-aged children. In addition, there are classes from Years 1 to 6. The Rockford Avenue site consists of Year groups 1 to 6 that were formerly part of the school that closed. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion with special educational needs and/or disabilities is above average. The school has The Active Schools Award, Healthy Schools status and the Financial Management in Schools Award. The school is due to move to a new building on a site adjacent to the Broad Lane campus in September 2011.

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

The school provides a good education for its pupils, who achieve well and make good progress in both their learning and personal development. At the end of Year 6, standards in English, mathematics and science are broadly average and this constitutes good progress given their low starting points on entry to the Nursery. Pupils behave well and have a good understanding of how to stay safe and lead a healthy lifestyle. They take on responsibilities around school well and play a full part in activities in their neighbourhood of Southdene. Levels of attendance have been in line or just below the average of all primary schools in recent years. However, attendance fell in the last school year despite the best efforts of staff and this is a key aspect for improvement.

Teaching is good and accounts for the good overall progress made by all groups of pupils, including those with special educational needs and/or disabilities. The quality of teaching includes outstanding and good lessons but also a minority of lessons that are satisfactory. Though none of the teaching is inadequate, in the satisfactory lessons insufficient good learning is taking place. The curriculum is well planned. A recent development has been to introduce the International Primary Curriculum. This lays emphasis on learning through a wide range of topics and helps pupils' understanding of global as well as local issues. Already it is proving popular with pupils. The provision for children in the Early Years Foundation Stage is good and the children achieve well while they are in the Nursery and Reception classes. The care, guidance and support of pupils provided by the staff are outstanding. The support for pupils and their families in vulnerable or distressing circumstances is exceptional. A key factor in this is the work of the inclusion team, which includes the Inclusion Manager and the learning mentors.

School leaders and managers have faced the challenging changes of the last year with drive, commitment and much hard work. The headteacher and deputy headteacher have been outstanding in the task of bringing the two schools, their pupils and parents together and winning the hearts and minds of all as the school looks forward to its relocation. The school leaders, ably supported by the governing body, drive forward improvement well. They have consolidated the school's performance and the quality of pupils' learning since the time of the last inspection. This has been achieved during a period when the school roll has risen by more than a third and the school has been located on two sites. These factors indicate the school has good capacity to improve and provides good value for money.

What does the school need to do to improve further?

- Raise the attainment of pupils by ensuring that all teaching is at least good or better by:

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- planning the content of the start of lessons to match the different levels of attainment of pupils
 - making more effective use of new technology in lessons
 - making the best use of assessment to confirm pupils' understanding and the next steps in their learning both during lessons and when feeding back, for example, marking their work.
- Build on the existing strategies to increase levels of attendance of pupils on both sites.

Outcomes for individuals and groups of pupils

2

Pupils' achievement, enjoyment and learning in lessons are good overall. The attainment of the great majority of children on entry to the Nursery class is much lower than expected, especially in communication, language and literacy. During their time in school, pupils make good progress. In lessons, they display good levels of concentration and work well both independently and in partners. They share ideas very well with one another and enjoy being given a challenge. For example, pupils in a mixed Year 4 and 5 class worked well in teams to construct a paper tower taller than the example made by the teacher, using a limited amount of resources and number of three dimensional shapes. Pupils pay attention well in most lessons, though when teaching is only satisfactory, pupils can become distracted and the quality of their learning suffers. Progress overall is satisfactory in Year 1, good in Year 2 and accelerates in Key Stage 2 when it frequently becomes outstanding. Pupils' progress in writing has improved very well thanks to a school-wide focus. Standards in Year 6 last year were broadly average in the core subjects of English, mathematics and science and this is true of the current year group. The school tracks the progress of all pupils very well and assessment information indicates that there are no significant differences in the rate of progress made by boys and girls. More- able and talented pupils achieve well and pupils with special educational needs and/or disabilities make good progress.

Pupils report they feel safe in school and that, in the rare cases of bullying, they know who to turn to. There have been very few exclusions. Pupils have a good understanding of how to lead a healthy lifestyle and can distinguish between foods that are good for them and those that are not. Some have participated in and enjoyed the 'Fit Kids' programme and many belong to various school sports clubs. All pupils have made a good contribution to planning the layout, facilities and colour scheme of the new school building and the school council is very active in all matters. Their spiritual, moral, social and cultural development is good. Social skills and teamwork are strengths and pupils are punctual to school. However, levels of attendance dropped last year. The attendance of pupils attending the Broad Lane site almost matched the national average at 94.2%. However, pupils attending the Rockford Avenue site achieved only 92.6%. Staff at both sites have good procedures to motivate pupils to come to school, including offering valuable prizes, such as bicycles, to best attenders. They encourage parents and carers to understand the vital importance of good attendance and how this helps their children to do well in school. A key recommendation of this inspection is for attendance to continue to show the improvement evident in the first few weeks of the current term.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	3
Taking into account:	
Pupils' attendance ¹	3
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?

In good and outstanding lessons, teachers have high expectations of pupils. They make effective use of classroom assistants and manage the pupils well. They plan carefully and provide good challenging activities. This was particularly evident in an outstanding lesson in a mixed Years 5 and 6 class when skilful teaching engaged the pupils in the difficult concept of the spiritual journey of life using the classic story, *The Pilgrim's Progress*. The pace of lessons is good and teachers time activities so that pupils know what is expected of them. When lessons are only satisfactory, staff do not always match the introductory activity to engage and challenge pupils of all levels of attainment. At times, they fail to make full use of new technology, such as interactive whiteboards, in the main part of the lesson. They do not always check the progress of pupils in those groups that are working independently and do not have adult support. Overall, assessment information is used well to help teachers to plan lessons, though there is some inconsistency of practice in marking to inform pupils of next steps in their learning. The curriculum covers English, mathematics and science well and is enriched by the topic approach to learning across other subjects. This is currently being embedded well. Spanish is taught and musical instrument playing and after-school clubs add to pupils' experiences. The use of new technology across subjects is satisfactory. Highly effective aspects of the school's care, guidance and support of pupils include the use of outside agencies to help more vulnerable pupils, those with behavioural or emotional difficulties and those with special educational needs and/or disabilities. Comprehensive record-keeping is a strength and the

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arrangements to review all pupils' progress through regular interviews with them is exceptional.

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?

School leaders and managers have a thorough awareness of how the school is performing by good strategies to monitor teaching and learning. This is done through regular lesson observations and scrutiny of pupils' work and teachers' planning. The tracking of pupils' progress is robust. It means staff have a clear view of how well individuals are achieving. Staff analyse and review performance systematically and this leads to detailed school improvement planning that focuses closely on pupils' learning and their achievement. Staff are ambitious in the targets they set for the school. In this, they are ably supported by members of the governing body, who have close links with school. Members take part in lesson observations and question trends in the school's performance by analysing performance data well. Partnerships with parents and carers and with other schools and agencies are strengths. Some excellent work has been achieved with parents and carers, for example, by encouraging them to join their children on 'Inspire Days'. They work alongside the children on a range of creative activities that really engage them all exceptionally well. The school is committed to reducing discrimination and tracks the pupils' development closely to help them to have the best opportunities. Procedures to safeguard the welfare of pupils are good. All staff have a clear understanding of security arrangements. Members of the governing body also are trained in the safe recruitment of staff and carry out their responsibilities fully. The school promotes community cohesion well. This is true of its international links as well as its involvement in the local community. Staff have achieved success in the past school year engaging with the parents and carers of the closed school and have helped the process of building new friendships very well.

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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 settle in well and the focus given to helping the children's personal and emotional development enables them to have a positive attitude to school and to play harmoniously with one another. Children make good progress and achieve well during their time in the Early Years Foundation Stage. The quality of teaching is good. An outstanding element is the way staff observe and assess how well children are doing and use this to plan the next steps in learning. There is a good balance between adult-led and child-initiated activities. A strong emphasis on getting children, especially boys, to see the value of writing and try their best is beginning to see results. Children were observed mark making in many of their activities. In addition, links with parents are highly effective, for example, through stay-and-play activities, home/school packs and open mornings. The Early Years Foundation Stage leaders work very well together and there is a common sense of purpose running throughout the Nursery and the Reception Years. This ensures the children have good opportunities to learn and know the routines well. There is a smooth transition with Year 1 on the Broad Lane site. This is not possible at the Rockford Avenue site but staff do their best to compensate in the current temporary period. All aspects of safeguarding, security, health and safety are carefully attended to.

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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

In terms of the number of questionnaires returned, the response was slightly above that which is typical of most inspections of primary schools. Almost all the parents and carers who responded expressed positive views of the school. This is reflected in the table below and was true of the views of several parents and carers that the team met. Parents and carers are generally pleased with the progress made by their children in lessons and the work of the senior leaders and all staff in bringing the two schools together. They consider the school helps their children to achieve well and prepare them for secondary education. They are pleased with how much their children enjoy school. There was a good level of satisfaction expressed by parents and carers of pupils formerly at the school now closed. They consider staff have been especially conscientious in helping them to feel part of Park Brow School. Inspectors endorse these positive views. A very small minority of parents and carers consider unacceptable behaviour is not dealt with effectively. Inspectors explored this issue at length and have noted the strengths in how the school deals with bullying, while at the same time bringing this perception of parents and carers to the attention of the senior leaders so that it may be addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Brow Community Primary 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 395 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	57	61	40	1	1	2	1
The school keeps my child safe	81	54	63	42	5	3	1	1
My school informs me about my child's progress	66	44	69	46	14	9	1	1
My child is making enough progress at this school	67	44	75	50	5	3	2	1
The teaching is good at this school	75	50	70	46	4	3	1	1
The school helps me to support my child's learning	68	45	71	47	9	6	1	1
The school helps my child to have a healthy lifestyle	61	40	83	55	6	4	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)	62	41	78	52	3	2	2	1
The school meets my child's particular needs	62	41	81	54	3	2	2	1
The school deals effectively with unacceptable behaviour	55	36	76	50	12	8	6	4
The school takes account of my suggestions and concerns	44	29	96	64	4	3	2	1
The school is led and managed effectively	59	39	86	57	4	3	1	1
Overall, I am happy with my child's experience at this school	69	46	74	49	4	3	3	2

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.



7 October 2010

Dear Pupils

Inspection of Park Brow Community Primary School, Liverpool, L32 6QH

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. The way the school helps your personal development through the excellent care, guidance and support it provides for you is outstanding. Your behaviour in lessons is good and this means you learn well. You told us bullying is rare and if it happens, the staff deal with it promptly. You look out for one another well. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach average standards in English, mathematics and science. This is because the teaching you receive is good and you work hard. You enjoy giving your views on decisions about how the school is run and taking part in activities out of school and visits you make to places of interest. School leaders, such as your headteacher, do a very good job and have worked especially hard this last year to make you all feel part of one school. They are constantly finding ways to improve your progress and increase your enjoyment of learning.

Part of my job is to identify how the school can be even better. There are two improvements to make.

- The staff need to make sure the teaching you receive is the best it possibly can be. Some parts of lessons are not as effective as they should be, for example, interactive whiteboards and computers are not used well enough when the main part of the lesson is taking place.
- The attendance of some of you was not good enough last year and good attendance at school is so important to you and your future. I know the prizes you can win for good attendance do help, so please do your best to attend regularly.

Please continue to work hard and enjoy school. I send you all my best wishes for the future, especially when you move into your new building next year.

Yours sincerely

Mr Frank Carruthers

Lead inspector

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