

# Egremont Primary School

## Inspection report

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<b>Unique Reference Number</b>	105035
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	355684
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Stephen Wall

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Owens
<b>Headteacher</b>	Mr G Lester
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Church Street Wallasey Merseyside CH44 8AF
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed taught by 13 teachers. The inspectors held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work and looked at the monitoring of pupils' progress, the school's monitoring and self-evaluation, its planning for improvement and its documentation relating to safeguarding. The inspectors also analysed 56 questionnaires returned by parents and carers and took account of those completed by staff and pupils.

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

- How well pupils make progress and achieve in Key Stages 1 and 2, especially in writing.
- How effectively the school is tackling the attendance of pupils who are persistently absent from school.
- How effectively teaching is meeting the needs of pupils and raising attainment, especially in Key Stage 1.

## Information about the school

The school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is very high. The proportion of pupils with special educational needs and/or disabilities is well above average, although only a very few have a statement of special educational needs. Most pupils are of White British heritage. The proportion of pupils from abroad, especially Poland, is growing. Many of these pupils speak little or no English on entry to the school. The proportion of pupils who join or leave different year groups during the school year is well above the national average and rising. Since the last inspection, five new teachers have been appointed to replace staff who have left. The school has gained the following awards: Basic Skills for the fifth time; Sports Activemark, Dyslexia Friendly Schools Award, Wirral Inclusion Award and Healthy School status.

The school provides before- and after-school care for pupils. This provision will be inspected and reported on separately.

**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

This is a good school. At the heart of all its work lie outstanding care, guidance and support. These ensure that pupils feel exceptionally safe and secure in the school's nurturing and caring environment.

Pupils make good progress and achieve well. Attainment is average overall by the end of Key Stage 2. It is higher in mathematics than in English because it is taking time for good teaching and a good curriculum to overcome a legacy of weaker writing skills, especially in Key Stage 1. Pupils with special educational needs and/or disabilities also make good progress because of the effective support they receive. Most pupils attend regularly. The school's successful efforts to improve attendance have seen an improvement in attendance rates. It continues to work closely with the parents and carers of a very small number of persistently absent pupils. Behaviour is good. By the time they leave school, pupils' acquisition of basic skills and their positive attitudes towards learning ensure that their preparation for the next stages of their education is good.

Teaching is good. Most is conducted at a good pace and with a good variety of tasks. However, information and communication technology (ICT) is not used consistently to stimulate extra interest and capture pupils' imagination. Pupils enjoy developing their independent learning skills in small groups and pair work, although opportunities for this vary from class to class. Pupils in Key Stage 2 respond well when encouraged to talk about their experiences which they then enjoy writing about. The school is keen to develop this further in Key Stage 1. The good curriculum is developing strongly to provide much stronger links between subjects and thus help provide more meaningful contexts for pupils to develop their writing skills. There is a very broad range of enrichment activities in which participation rates are high.

Leaders and managers effectively use the outcomes of rigorous evaluation to provide a clear vision for the school's work and a clear set of priorities for improvement. Outstanding partnerships have been forged, especially with a nearby special school, reflecting the school's deep commitment to inclusion. An influx of several new staff since the previous inspection has been astutely managed to act as a catalyst for change and improvement, not least to the quality of teaching. As a result, since the previous inspection the school has improved significantly in nearly all aspects of its work and demonstrates good capacity to sustain its record of improvement.

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

- Make teaching and learning even more effective, by:
  - using information and communication technology more effectively and creatively in all lessons to make learning even more exciting

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- making sure that opportunities for pupils to develop their skills as independent learners are consistently strong across all classes.
- Accelerate the improvement in pupils' literacy skills, especially in writing, by:
  - forging even stronger curricular links between subjects
  - making sure that pupils are given more opportunities and time to talk about their experiences, especially in Key stage 1.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy learning. In lessons they are keen to answer questions. When given the opportunity, they contribute effectively in groups and pairs to share ideas, although occasionally they are expected to listen for too long to the class teacher. Pupils' good behaviour ensures they remain focused even when their concentration span is stretched to the limit. Pupils take pride in presenting their work neatly. They settle to work quickly and enthusiastically. Most are keen to give of their best. On entry to the Early Years Foundation Stage, pupils skills are generally well below age-related expectations. By the end of Key Stage 2, pupils' attainment is broadly average and improving; this reflects good achievement over time. Pupils' writing skills in Key Stage 1 are starting to improve in response to a more coordinated approach to provide opportunities for pupils to practise their skills across subjects. Pupils with special educational needs and/or disabilities and those who speak little or no English when they join the school, also achieve well because of the good support they receive.

Pupils demonstrate good knowledge of how important it is to stay healthy. Participation in the very wide range of sporting enrichment activities is exceptionally high. Pupils enjoy the opportunities they have to take on responsibilities in school. The school council is very active and has brought about significant improvements to, for example, toilet facilities for boys and girls. Pupils are also active in the local community and are successful fund-raisers for a range of charities. Their good spiritual, moral, social and cultural development is seen in the respect they show for each other and the adults working with them. Pupils' good behaviour shows that they understand the difference between right and wrong. They enjoy participating in the musical and other artistic events the school provides.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>	3
<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?

Teachers have good subject knowledge and most use it well to challenge pupils' thinking. Much teaching makes effective use of pair and group work to promote pupils' skills as independent learners. However, sometimes, pupils listen for too long to the teacher. This means that in a few classes, pupils are given insufficient opportunities to learn independently; this slows their progress. In the majority of lessons, assessment information is used effectively to tailor tasks to the needs and abilities of different groups of pupils. Pupils' work is marked regularly. Comments are usually helpful in showing pupils what they need to do to improve. Teaching assistants are used very effectively to support pupils with special educational needs and/or disabilities and pupils for whom English is an additional language.

The good curriculum makes sure the links between subjects are planned carefully to add relevance and interest to pupils' learning. This is helping pupils develop their

skills as confident writers. Pupils in Year 1 are able to take advantage of the continuous provision in the Early Years Foundation Stage until they are ready to embark on the more academic demands of Key Stage 1 work. There is a wide range of after-school activities in sports and the arts, which add to pupils' enjoyment and adoption of healthy lifestyles.

Outstanding care, guidance and support ensure that pupils feel very safe in school and that they feel valued as individuals. Outstanding support is also making a significant contribution to improving attendance. The school works very closely with the families of

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vulnerable pupils to provide support and access to outside agencies when necessary. The excellent work of the adult 'behaviour champion' provides very effective support for pupils whose behaviour is challenging. Highly effective transition arrangements into the Early Years Foundation Stage ensure children settle quickly. Similarly, excellent transition arrangements ensure that pupils are well prepared for moving to secondary school. Outstanding support for pupils with special educational needs and/or disabilities and for pupils who speak English as an additional language helps them to overcome barriers to learning and make good progress.

*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?

Good quality leadership and management are driving the school forward effectively by providing a sharp focus on improvement. The governing body, led most ably by a highly committed Chair of the Governing Body, provides good support and challenge. There is good teamwork and a sense of pride across the school. Development planning concentrates on priorities to make the school even more effective. The monitoring of teaching and learning is regular and rigorous. It results in most teachers being aware of what they need to do to make their teaching more effective. The school has forged good links with parents and carers. The school works hard to keep them informed about school life and the progress their children are making. Outstanding partnerships with other schools and outside agencies are central to the exceptionally high standards of care, guidance and support the school provides. The close bond with a local special school benefits the pupils of both schools enormously. For example, it has enabled Year 1 and 2 classes to be taught separately rather than as mixed-age classes.

Good promotion of equal opportunities and tackling discrimination enable pupils with special educational needs and/or disabilities and newcomers to be integrated seamlessly into the everyday life of the school. All pupils, regardless of background or ability, make good academic progress.

Good safeguarding procedures ensure that appropriate checks are carried out on all staff and visitors to the school. Relevant personnel receive regular training to update them on safeguarding and child protection procedures. Risk assessments are carried out on activities and the school buildings and grounds.

The school's promotion of community cohesion is good. The school's leaders understand the school's context and plans accordingly. It is especially effective in promoting a harmonious school community. The school is active in its local community and works very effectively with other local schools. Opportunities are provided in the curriculum and

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through visits and visitors to raise pupils' awareness of other religions and cultures. The school accepts the need to develop further pupils' awareness and understanding of cultural diversity in the United Kingdom and globally.

*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>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is good. Children make good progress because teaching meets their learning needs well. Children play together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Overall, children join the Early Years Foundation Stage with skills well below those normally expected; a significant number of children have skills that are exceptionally low. Although standards are generally below those expected for their age by the end of Reception (Foundation Stage 2), this represents overall good progress considering the very low starting points of a significant number of the children. Solid foundations are being laid, therefore, for children's future learning and progress. Children work and play in a welcoming and stimulating environment. Teaching is enthusiastic and supportive. Children's progress is checked effectively and the outcomes are used to plan activities according to individual children's needs. Children are very happy and obviously enjoy their learning in the safe and nurturing environment. Parents and carers are informed on a regular basis of their children's progress. There are effective arrangements for ensuring that children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leaders and managers of the Early Years Foundation Stage provide a good vision for future success, a strong sense of purpose for its work and a good balance of teacher-led and child-initiated activities to stimulate and engage children in work and play.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 relatively low return of questionnaires from parents and carers. However, of the returns received, most parents and carers indicated that they are very satisfied with all aspects of the school's work, supporting inspectors' judgement that this is a good school.

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

Ofsted invited all the registered parents and carers of pupils registered at Egremont 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	77	12	21	0	0	1	2
The school keeps my child safe	44	79	11	20	1	2	0	0
My school informs me about my child's progress	33	59	21	38	0	0	0	0
My child is making enough progress at this school	32	57	23	41	0	0	0	0
The teaching is good at this school	34	61	21	38	0	0	0	0
The school helps me to support my child's learning	31	55	24	43	1	2	0	0
The school helps my child to have a healthy lifestyle	32	57	24	43	0	0	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)	31	55	22	39	1	2	0	0
The school meets my child's particular needs	33	59	23	41	0	0	0	0
The school deals effectively with unacceptable behaviour	31	55	22	39	2	4	0	0
The school takes account of my suggestions and concerns	29	52	26	46	1	2	0	0
The school is led and managed effectively	33	59	22	39	0	0	0	0
Overall, I am happy with my child's experience at this school	34	61	20	36	0	0	1	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](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.**



21 October 2010

Dear Pupils

**Inspection of Egremont Primary School, Wallasey, CH44 8AF**

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and see you at work and play.

You will be pleased to know that you go to a good school. Staff look after you and care for you exceptionally well. You make good progress as you move up through the school because the teaching you receive is good and you are able to get involved and to experience a wide range of interesting activities. Most of you attend school regularly – well done! It is pleasing to see that those of you who were regularly absent in the past are starting to come to school more regularly. It was good to see how happy you are in school and how well you get on with each other and the grown-ups working with you. Your behaviour and levels of respect towards each other and the adults working with you are all good – well done!

To help you make even better progress I am asking your teachers to make your lessons more stimulating by using ICT more effectively and by making sure you have more opportunities to learn in pairs and in small groups. I am also asking your school to help you become better at writing by giving you more opportunities to write in subjects other than English and by encouraging you to talk more about your experiences as preparation for writing, especially in Key Stage 1 classes.

I am confident that you will continue to work hard and help your school go from strength to strength in the coming years.

I wish you all every success for the future.

Yours sincerely,

Mr Stephen Wall  
Lead Inspector

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