

Pinehurst Primary School

Inspection report

Unique Reference Number	134471
Local Authority	Liverpool
Inspection number	362698
Inspection dates	24–25 March 2011
Reporting inspector	Liz Godman

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Mrs Sarah Rodgers
Headteacher	Mrs Stephanie Tasker
Date of previous school inspection	18 June 2009
School address	Pinehurst Avenue Liverpool Merseyside L4 7UF
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Age group	4–11
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Introduction

The inspection was unannounced and was carried out by two additional inspectors. The inspectors visited 13 lessons and held meetings with staff, pupils, the Chair of the Governing Body and a representative of the local authority. They observed the school's work and looked at a range of evidence, including pupils' work, the school's data on pupils' achievement and progress and the school's monitoring records.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the progress the school has made against the areas for improvement identified at the previous section 5 inspection, which were:

- raise standards, improve achievement and accelerate pupils' progress throughout the school, particularly in Years 3 to 6
- ensure that the overall quality of teaching and learning is at least good throughout the school, thus eradicating inadequate teaching
- improve the effectiveness of school self-evaluation in order to hold leaders, managers and governors to account for improving pupils' achievement
- raise attendance to at least the levels expected of similar schools
- adapt the curriculum so that it better meets pupils' needs and develops their basic literacy and numeracy skills
- ensure that marking and academic guidance consistently help pupils to understand how to improve their work.

Information about the school

The school is an average-size primary school. Almost all pupils are from White British heritage backgrounds. The proportion known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is above that found nationally, although there are no pupils with a statement of special educational needs. The school has the Healthy School status.

The school was placed in special measures in June 2009 because it was failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The strong determination of the school's leaders, the governing body and staff and their measured approach to change have resulted in secure developments in the school's provision. These have now taken effect strongly and are evident in the significant improvements to the quality of teaching and its impact on pupils' learning and progress. As a result, Pinehurst Primary School is a good school, characterised by good achievement and behaviour in a context where pupils feel safe and have an outstanding understanding of healthy lifestyles. Safeguarding requirements are met to a high standard and all the necessary checks are completed.

The legacy of underachievement has been overcome and pupils' progress is now accelerating quickly in all year groups. Pupils make good progress in literacy and numeracy and are increasingly able to use these skills in the different subjects of the curriculum. Work in pupils' books indicates that most pupils are able to write at length and to use a wide variety of writing styles. At the end of 2009, pupils in Year 6 reached levels significantly below those expected for their age. In 2010, attainment remained below average but not significantly so. The current Year 6 have worked very productively during this school year and the rapid increase in their progress means that they are now working at broadly average levels for their age. Although pupils' literacy, numeracy and information and communication technology skills are good and are helping to prepare them for the future well, the curriculum promotes their enterprise, initiative and independence skills less effectively. A few pupils are also persistent absentees. These factors mean that pupils' overall development of work-related skills is satisfactory.

The quality of teaching and learning has improved significantly since the last inspection. It is generally good and in some cases outstanding, although a small proportion of satisfactory teaching remains. Generally pupils have good opportunities to evaluate their own or others' learning and consistent marking ensures they are clear about how to improve their work. However, in the less successful lessons, opportunities are missed for pupils to evaluate their work, or they lose their focus and there is less challenge.

The strong leadership of the headteacher has been central to the school's rapid improvement. Her high expectations have been communicated clearly and are now understood by all staff, so that everyone is committed to ensuring sustained school improvement. The steps taken to overcome the weaknesses in the school's work have been highly effective. The senior leaders and the governing body know the school very well through accurate self-evaluation and all staff and pupils are ambitious for the future. The school runs smoothly on a day-to-day basis and clear plans are in place to secure

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further improvement. These factors give the school good capacity to sustain these developments.

What does the school need to do to improve further?

- Improve pupils' skills of enterprise, initiative and independence by:
 - - Providing more planned exciting opportunities in the curriculum to develop these skills
 - - ensuring that all pupils attend regularly.
- Further increase the consistency of the quality of teaching by:
 - - sharing the features of the good and outstanding teaching so that all staff adopt the most effective approaches to teaching and learning within their classrooms
 - - consistently providing focus, challenge and opportunities in all lessons for pupils to evaluate their work.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with skills that are below those expected for their age. Pupils make good and sometimes outstanding progress in lessons, particularly when they have opportunities to engage in practical activities and to investigate for themselves. For example, pupils in a science lesson in Year 5 buzzed with enthusiasm as they explored reversible and irreversible changes in materials by heating different foods, including chocolate and egg. Some of the higher attaining Year 6 pupils are enthused by the additional sessions available in mathematics and creative writing and this has boosted their attainment considerably. In the other year groups, most pupils are also reaching age-related expectations as a result of good teaching and effective learning. Pupils with special educational needs and/or disabilities make good progress because work is closely matched to their needs and they receive good support from teaching assistants. One-to-one and small group sessions are particularly effective because they are targeted well to provide help based on a careful assessment of the pupils' difficulties.

Attendance has improved rapidly and during this school year to date has been broadly average. There are increasing numbers of pupils who never miss a session, but this is not the case for all pupils. Pupils feel safe in school and have a good understanding of how to stay safe both in school and in the community. Pupils' good behaviour in lessons and around the school and the care they take of one another confirm this. Pupils make a good contribution to the school and are proud of their roles as school councillors, playground leaders and 'Big Dave buddies'. Pupils are clear about the improvements they would like to see to the playground. They also have a good knowledge of global issues and expressed considerable concern for people in Japan, following the tsunami. They are active fundraisers, both for school and for charity. Pupils' knowledge of healthy lifestyles is outstanding. They participate in a wide range of sporting activities and celebrated enthusiastically when the girls' football team won the city championship. They are also powerful advocates for healthy living with their parents, carers and other pupils.

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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	1
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?

Typically lessons have a good pace and expectations of pupils are high. Consequently, pupils work at a good rate and their interest and good behaviour are sustained. Lessons are planned carefully to meet the full range of needs within the class and all groups of pupils make good progress. Where teaching is outstanding, excellent use of resources enables pupils to examine artefacts and to speak with one another using the correct technical vocabulary. For example, pupils in Year 2 decided which toys belonged to rich or poor children in Victorian times. They justified clearly how the evidence had led them in this direction. This highly effective teaching enabled the pupils to make outstanding progress and to reach levels of understanding above those expected for their age. In some of the lessons where teaching is satisfactory, the opportunities for pupils to develop their own ideas are more limited or the activities are less purposeful. As a result, concentration wanes and the pace of learning slows.

The curriculum is satisfactory with a number of strengths. It supports pupils' development of basic skills well leading to average levels of attainment, but is less effective in developing enterprise and independence. The school recognises there remains more to do to raise pupils' aspirations, to develop enterprise skills and to provide them with better awareness of the future careers which may be available to them. The curriculum enhances enjoyment, provides some memorable experiences and contributes effectively to pupils' personal skills and their outstandingly healthy lifestyles. It is enhanced by a good variety

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of visits and residential experiences and a variety of clubs extends learning beyond the school day, with a strong emphasis on sporting activities.

The quality of care, guidance and support is good. Staff provide valuable help to pupils who are at risk of becoming vulnerable. Intervention programmes for many pupils are short term because they are evaluated regularly and are found to be effective in overcoming barriers to learning. Pupils feel well cared for and can explain their reasons for this. They trust all the adults in school and are proud to be part of its community. The school works well with many agencies to support pupils' attendance, well-being and academic progress.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The subject leaders' roles are developing and these leaders show increased skill in the monitoring and support they provide. The strong analysis by the senior leaders has proved effective in identifying and attending to weaknesses and has resulted in the rapid improvements to teaching and learning, although staff recognise the scope to share the most-effective practice more widely. The school promotes community cohesion well by forging a variety of links with local and international communities to extend pupils' awareness of others. For example, good partnerships with outside agencies promote pupils' enjoyment of physical activity and help to keep them safe. Those with the local housing association and 'back to work' group assist pupils' understanding of the wider world to good effect, as do the links with Spain and Uganda. Partnerships with parents and carers are good. Parents and carers are invited into school regularly for celebration assemblies and a group contributes each week to promoting healthy eating. Parents and carers are well informed about their children's progress and receive helpful guidance on supporting learning at home.

The governing body is rigorous in ensuring that pupils and staff are safe. Good levels of staff training and vigilance help to protect pupils from harm. The governing body hold staff to account consistently and consult effectively with parents and carers and pupils in order to keep a close check on the school's improvement and effectiveness. The school promotes equality well so that the achievement of all groups of pupils is improving, including that of those with special educational needs and/or disabilities and those who are more-able. The school's leaders promote high levels of respect for individuals and cultures so that pupils are sensitive to others' similarities and differences. Good management of resources and good outcomes mean the school gives good value for money.

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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

Rapid improvements in the quality of provision in the Reception Year have secured children's good progress. Children are increasingly motivated to take the initiative in their learning and to undertake simple responsibilities such as tidying away at the end of sessions. They behave well, play safely and take good care of one another and the environment. They relate positively to adults.

The good progress in communication, language and literacy and in personal, social and emotional development is the result of adults' good and increasing knowledge of how young children learn. Reading and writing are promoted well through play so that children are eager to read books, make notes in the shop or when constructing a spaceship. The classroom and the outdoor areas have been improved considerably and resources are used well to create interest and variety in reflecting the areas of learning. Good observations of children's learning result in accurate assessments of their progress. Information from these is now used consistently to identify the next steps in learning for individuals and to plan activities to meet these needs and interests.

The Early Years Foundation Stage is well led and managed. Adults have focused on improving the provision to good effect. They work well as a team in supporting and assessing learning and ensuring the Early Years Foundation Stage classroom is safe and that children are enjoying learning. Leaders have successfully raised achievement and are effective in ensuring that all legal requirements are met.

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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

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



28 March 2011

Dear Pupils

Inspection of Pinehurst Primary School, Liverpool, L4 7UF

Thank you for the welcome you gave us when we inspected your school recently. We enjoyed speaking with you and seeing you in lessons and around the school.

We found that Pinehurst Primary School has improved so much that it no longer requires 'special measures' and is giving you a good education. This is because your headteacher, staff and the governing body have made sure that the teaching you receive is now good and this has helped you to learn more quickly and to make good progress. Most pupils in Year 6 this year have reached average levels in English and mathematics and those who find learning easier or more difficult are also being challenged well. The youngest children get off to a good start in the Early Years Foundation Stage.

We found that your behaviour is good. You told us that the staff take good care of you and that you feel safe in school. Your knowledge of how to stay healthy is excellent and it is good that you help other children and your families to live healthier lives. It was also exciting to find out that the girls' football team are the city champions. We were impressed by your understanding of global issues, such as the tsunami in Japan and by the care you take of one another.

To improve the school further we have asked the governing body and staff to do two things. First, we have asked them to make sure you are well prepared for the future by giving you opportunities to use your initiative and independence in a more exciting curriculum. We hope this will also make sure that everyone is eager to come to school and that no-one misses too much learning. Second, we have asked the teachers to make sure all the lessons are as good as the best ones. One way they can do this is by making sure you are always challenged and keep focused and that you can check for yourselves how well you doing.

We think that the school is well placed to get even better. You can help by continuing to work hard. We wish you the very best for the future.

Yours sincerely,

Liz Godman

Lead Inspector

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