

# Fazakerley Primary School

## Inspection report

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<b>Unique Reference Number</b>	131818
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	364030
<b>Inspection dates</b>	4–5 May 2011
<b>Reporting inspector</b>	Michael Hewlett

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>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Michelle Wong
<b>Headteacher</b>	Mrs Jennifer Carter
<b>Date of previous school inspection</b>	12 March 2008
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 15 teachers. Inspectors held meetings with members of the governing body, staff, parents and carers and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 39 questionnaires from parents and carers, as well as those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have recent initiatives been effective in improving pupils' progress in reading?
- Does the teaching consistently addresses the needs of all groups of pupils?
- Areas identified by the school as strengths such as the effectiveness of care, guidance and support.

## Information about the school

This school is larger than the average primary school. Most pupils are White British. Few are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is twice the national average. Double the average numbers of pupils have special educational needs and/or disabilities. The school renewed its Healthy Schools status in 2010 and achieved the Artsmark Silver award in the same year.

**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

Fazakerley Primary is a good school. It is successful because school leaders have concentrated on the right priorities and taken the actions necessary to address them. They have focused on raising attainment by improving the quality of teaching and learning and making sure the needs of all the pupils are met. Parents and carers comment positively on how happy their children are in school because of the excellent quality of care, guidance and support they receive.

Most children begin school with skills that are well below those expected for their age. They make good progress in the Early Years Foundation Stage because of the high priority adults give to improving children's literacy skills, as well as their personal and social development. By the end of Key Stage 2, pupils' attainment in English and mathematics is broadly average, which represents good progress from their starting points. Mathematics is the stronger of the two subjects. While attainment in reading is improving rapidly as a result of the school's effective strategies and is now similar to that in writing, overall attainment in English remains lower than that in mathematics. Pupils with special educational needs and/or disabilities and those whose circumstances make them potentially vulnerable also make good progress.

Strong features of the school's work include its outstanding engagement with parents and carers and pupils' excellent understanding of how to keep safe. Pupils have positive attitudes to learning, their behaviour is good and they have a good understanding of the importance of leading a healthy lifestyle. Pupils have an influential voice in the school and have many opportunities to share their views. For example, the school council members were involved in 'planning our new building and making sure we get it just right'. Good teaching and an exciting curriculum allow pupils to develop their individual strengths. While most of the teaching is good, in some satisfactory lessons in English teachers spend too much time talking. This slows the pace of learning and reduces time for pupils to contribute. Key to the improvement in pupils' reading levels and attendance is the school's self-evaluation, which is accurate in its judgements. As a result, school leaders have identified areas of weakness. They have introduced strategies to address them and can show how these are having an impact. This demonstrates the school's good capacity for sustained improvement and its readiness to make changes. As part of this drive for improvement, school leaders have identified that the promotion of community cohesion is a relative weakness. In particular, pupils' understanding of and contact with other cultures should be better. The supportive governing body is routinely involved in school life and helps set the strategic direction. It rigorously monitors the school's performance.

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

- In order to raise attainment in English, further improve the quality of teaching and learning in the subject to be consistently good or better by:
  - ensuring that the pace of pupils' learning remains brisk and that pupils do not spend too much time listening to teachers
  - avoiding an overemphasis on worksheet-based activities.
- Further promote community cohesion by broadening pupils understanding of the wider world and their contact with it.

## Outcomes for individuals and groups of pupils

2

Pupils told inspectors how much they enjoy school and evidence from lessons clearly shows their enjoyment of learning. Their achievement is good. 'Everyone helps you here but you have to try hard', was a comment that summed up pupils' views. In all lessons observed by inspectors, behaviour was good. Pupils show good levels of concentration and consequently make good progress in their learning. Their progress in reading, often from a low starting point, has been particularly marked and has come about because the school has introduced a good range of support strategies. Pupils' confidence in reading is improving because they are given more opportunities to practise their skills in other curriculum areas. Although pupils' attainment levels in reading and writing are now similar, improvements are still needed to match the standards attained in mathematics.

Support for the different groups of pupils represented in the school is effective and well organised, resulting in all groups of pupils, including those known to be eligible for free school meals, achieving well. They benefit from purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. The school's focus on targeted intervention for the high number of pupils with additional needs is paying dividends because their attainment continues to rise.

Pupils have a good understanding of how to live healthily and they participate enthusiastically in the many clubs and sporting activities that are available. They have an excellent understanding of how to keep safe and are confident that any concerns they raise will be taken seriously. Spiritual, moral, social and cultural development is good overall and pupils think about the needs of others, as well as themselves. However, their understanding of other cultures and the wider world is less well developed.

Pupils make a good contribution to the school and wider community. For example, they are keen to become involved in local issues and have been actively involved with the local police in monitoring dangerous parking around the school. The ability of pupils to apply the key skills of oracy, literacy, numeracy, and information and communication technology (ICT) across the curriculum in a range of different ways is good and prepares them well for their future economic well-being. Attendance is average but the school has made good progress in this area with absence figures reducing rapidly.

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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?

Overall, teaching is good. In all lessons observed staff managed pupils' behaviour well. In the best lessons, teachers set out clearly what they expect pupils to achieve and, through skilled questioning, assess pupils' progress towards meeting these objectives. Teachers also move pupils' learning on at a rapid pace. For example, during a very successful science lesson with Year 2 pupils, there was a real sense of urgency and challenge for each of the different groups represented in the class. Pupils were given practical activities to complete, observing tadpoles, which excited them and made them want to find out more. They followed up their observations by gathering information from carefully selected reference books. This focus on reading, a weakness in the school in the past, ensured that their reading was purposeful. However, inconsistencies in approach and expectation remain resulting in slower progress for some pupils. In less successful lessons in English, teachers do not plan or assess well enough to make sure that pupils are learning at a good pace throughout the lessons. For example, too much time is spent on the teacher's input and some worksheet-based follow-up activities do not enable pupils to improve their reading and writing skills.

The curriculum is well planned to match pupils' interests and abilities. Pupils make the most of the many opportunities they are given to join in sporting, social and artistic activities. The 'Rise and Shine' sessions are especially popular and make a good contribution to pupils' adopting healthy lifestyles. The move towards a creative, thematic

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approach in teaching literacy through a 'book study' has impacted well on pupils' work and contributed to their positive views about reading. For example, a Year 5 book study, led to an in-depth study of life in Viking villages, written work about characters in the book and culminated in a visit a 'Viking encampment' at Martin Mere. This is just one of the numerous opportunities for enrichment activities both in and out of school with visits and after-school clubs all well supported.

The vast majority of parents say that the school is very caring and supervises pupils well to ensure their safety. Inspection findings confirm that care, guidance and support are excellent. Staff know pupils as individuals and provide impressive support that is tailored to their specific needs. There are strong partnerships with outside agencies and first-class transition arrangements with pre-school groups and the local high schools. These contribute to very smooth transfers. The school's imaginative approaches to encouraging and rewarding good attendance are beginning to have an impact.

*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 leadership has been instrumental in providing clear direction and improvement based on accurate self-evaluation. This has resulted in rising levels of attainment and attendance as well as improvements in the quality of teaching. Importantly, there is a shared vision and no trace of complacency. School leaders have established rigorous monitoring of teaching and learning with the results shared with all staff, who feel their work is valued and supported. The positive ethos established in the school is one that successfully promotes equality for all and tackles any discrimination. This is apparent in the effective support for different groups of pupils, such as the interventions for those pupils who need additional support.

Although many of its members are new, the governing body exerts a strong influence in determining the strategic direction of the school and makes sure that all statutory requirements are met. Governors are supportive of, but also challenge, the school's work. The school's procedures for safeguarding are robust. It ensures that staff are suitably recruited and vetted and that the required policies and procedures are in place. The school's curriculum, through its topics and themes, provides valuable opportunities to remind children of their role in keeping themselves safe. Partnerships with others are strong, particularly in promoting pupils' well-being and their social and emotional development. The school's engagement with parents and carers is excellent. The vast majority of parents and carers say how delighted they are with the school. A striking example of the school's successful engagement with parents and carers is the positive

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impact of their role in the school's 'reading army'. This group of parents is trained to support their children's reading both at home and, on a voluntary basis, in school. The school makes a satisfactory contribution to community cohesion. It is at the heart of its local community and pupils benefit from the school's close and productive partnerships with parents. The school promotes among pupils a good tolerance and understanding of the needs of others. However, opportunities to make the most of the diversity and richness of the wider world and pupils' contact with it are not sufficiently advanced.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make good progress towards the early learning goals from a low starting point when they arrive in the Nursery. They settle quickly into a safe, secure and welcoming environment. This is the result of good teaching and staff who provide children with exciting activities. When children move to Year 1 they are generally working below age-related skills in all the areas of learning. Nevertheless, they have made impressive strides in their language skills and in their personal and social development. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that they enjoy and keep them actively involved. For example, in one group children were taking on the role of pirates as part of the class theme. This involved dressing in pirates clothes and then moving outside to find the 'buried treasure', which the teacher had hidden earlier. Their confidence and excitement increased as they began to find their treasure. Furthermore, their ability to use positional language such as 'under the shed', 'behind the tree' and 'on top', improved as the activity continued.



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Leadership of the Early Years Foundation Stage is good and it has introduced a varied curriculum and developed an outdoor play area that has imaginative play and children's interests at its heart. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.

*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

The vast majority of those who responded are highly satisfied with the school. This feedback reflects the information gathered by the school from its own surveys. Typically, they comment very positively about the quality of care and the overall provision in the school. Many positive comments were also received by inspectors about how supportive the school is and how much their children enjoyed school. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses, a few parents and carers signalled concerns over how the school manages unacceptable behaviour and how it encourages children to have healthy lifestyles. During the inspection, inspectors scrutinised the school procedures with regard to these two areas. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Fazakerley 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	74	9	23	1	3	0	0
The school keeps my child safe	28	72	10	26	0	0	0	0
My school informs me about my child's progress	26	67	13	33	0	0	0	0
My child is making enough progress at this school	21	54	17	44	1	3	0	0
The teaching is good at this school	28	72	11	28	0	0	0	0
The school helps me to support my child's learning	27	69	12	31	0	0	0	0
The school helps my child to have a healthy lifestyle	23	59	14	36	2	5	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)	24	62	15	38	0	0	0	0
The school meets my child's particular needs	22	56	15	38	1	3	0	0
The school deals effectively with unacceptable behaviour	25	64	12	31	2	5	0	0
The school takes account of my suggestions and concerns	22	56	17	44	0	0	0	0
The school is led and managed effectively	27	69	11	28	0	0	1	3
Overall, I am happy with my child's experience at this school	27	69	12	31	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



5 May 2011

Dear Pupils

**Inspection of Fazakerley Primary School, Liverpool, L10 7LD**

Thank you for the welcome you gave to me and the other inspectors when we visited your school recently. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education. You told us you feel very safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour and how much you knew about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. All the adults take very good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We have asked the school to improve two things. First, we want to see you getting even better results in English. We are asking your teachers to make some improvements in lessons to make sure this happens. Second, we want you to find out more about the wider world. You can help by coming to school as often as possible and carry on trying hard with all your work.

Best wishes in the future.

Yours sincerely

Michael Hewlett

Lead inspector

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