

# Banks Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	104516
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	367360
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Clare Henderson

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>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Melia
<b>Headteacher</b>	Mrs Susan Devereux
<b>Date of previous school inspection</b>	10 October 2007
<b>School address</b>	Banks Road Garston, Liverpool Merseyside L19 8JZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by 10 teachers. The inspectors held meetings with members of the governing body, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 42 questionnaires from parents and carers.

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

- Pupils' attainment and their rate of progress in writing, in Years 1 to 6.
- The school's success in improving pupils' attendance.
- Leaders' and managers', including the governing body's, success in sustaining outstanding achievement and enjoyment of school for all pupils.

## Information about the school

This school is similar in size to most primary schools. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is average. Most pupils are of White British heritage. A few pupils are from minority ethnic heritages. During the autumn term 2010, the school experienced high levels of pupils' absence due to severe viral infections. These infections also resulted in the school being closed for two days. The school has gained the ICT Mark, Activemark, International Schools Intermediate and Investors in People awards and Healthy School status.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Key to its success is shared commitment from all staff to provide each pupil with the best opportunities to succeed in learning. Furthermore, pupils' behaviour is outstanding and this enables them to live out their motto, 'this is no ordinary school'. Children enter school in the Early Years Foundation Stage with skills which are low for their age. A tangible enthusiasm for learning and enjoyment of school begins here and continues throughout the school. Consequently, pupils' achievement is outstanding and attainment in English and mathematics is above average by the time they leave Year 6.

Pupils are proud of their school and enthusiastically say 'we look out for one another here' and, 'there is no bullying in our school'. They have an excellent understanding of why they need to lead a healthy lifestyle and make an outstanding contribution to local and wider communities. The school has worked diligently and successfully to improve attendance since the last inspection. Overall, attendance has improved rapidly and, for the very large majority of pupils, is at least in line with the national average. However, despite the school's best efforts, attendance remains too low for a very small minority of pupils.

Outstanding teaching engages pupils and the pace of learning is rapid. Similarly, exemplary care, support and guidance contribute exceptionally well to pupils' academic, social and emotional development. The highly creative curriculum provides excellent opportunities for all pupils to extend their life experiences and make outstanding progress academically and personally. Pupils think deeply about the experiences of others and the opportunities to learn about children from a wider range of religious, ethnic and cultural backgrounds are outstanding.

Leaders and managers demonstrate great determination to continually improve the school's performance and all staff are strongly committed and involved in monitoring it. Good safeguarding procedures are central to the school's work and contribute effectively to pupils feeling extremely safe and enjoying school. The governing body is supportive of all the school does. However, new members acknowledge that further training will put them in a better position to rigorously challenge the school's performance. The school's record in consolidating the outstanding achievement found at the last inspection indicates that it has an outstanding capacity to sustain a high level of performance.

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

- Further improve attendance, and particularly for the very small minority of pupils whose attendance is low, by continuing to work with their parents and carers to raise awareness of the importance of attending school regularly.
- Provide training for the newly appointed members of the governing body so that they are fully able to rigorously challenge the school's performance.

**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

## Outcomes for individuals and groups of pupils

**1**

In all lessons, pupils are extremely well-motivated to learn. For instance, Year 6 pupils enthusiastically perform to an audience with confidence and maturity as they practise for their forthcoming production of Twelfth Night. Pupils confidently evaluate their own work and this ensures learning proceeds at a lively pace. Similarly, from the youngest through to those in Year 6, pupils skillfully assess each other's work giving pointers on how to improve. They are clear about each lesson's purpose and articulate their views with maturity, in an environment of mutual respect.

During Key Stage 1, pupils build on the excellent learning they experienced in the Early Years Foundation Stage. A concerted effort from all staff to further extend pupils' writing skills has paid off and lesson observations and scrutiny of pupils' work, carried out during the inspection, show standards in writing are consistently above average for all groups of pupils. Pupils with special educational needs and/or disabilities and the potentially more vulnerable make outstanding progress. Their work with specialist support staff and teaching assistants develops their self-esteem very effectively and has a very positive impact on their learning. The school has on roll a small but significant minority of pupils who are chronically sick and whose attendance is affected accordingly. The attendance rate has also been adversely affected this year by abnormal levels of sickness due to viral infections but still shows significant improvement on previous years. This is testament to the effectiveness of the school's measures to encourage attendance, which is now broadly average for the vast majority of pupils. Pupils' above average attainment and excellent social skills mean that they are well-prepared for the next stage of their education and for future economic well-being.

Pupils are extremely proud of their school. They willingly take on a wide range of responsibilities. They feel adults listen to them and respond positively to their ideas. For instance, as school councillors, they engage in decision making and are especially proud of their part in improving pupils' toilet facilities. Their involvement within the local and wider communities is outstanding. For instance, Year 3 pupils' contribution to the regeneration of the local area, through work on their allotment, is impressive.

Spiritual, moral, social and cultural development is outstanding and lessons in philosophy and meaningful assemblies accelerate pupils' understanding and reflection on right and wrong actions. Pupils have a clear understanding of the need to lead a healthy lifestyle. This is reflected in the high uptake of the wide range of extra-curricular physical activities on offer. A healthy school week and e-safety training promotes healthy living and is effective in developing pupils' understanding of the benefits of staying healthy and safe.

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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>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>1</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?

Exciting role play areas in all classes enable pupils to reinforce their learning through play and to grow in confidence and self-belief as they transfer, for example, speaking and listening skills into their written work. In lessons, thought-provoking questions, the creative deployment of resources and the very effective use of time ensure that learning is accelerated at a rapid pace and pupils' achievement is outstanding. Teachers' excellent ongoing review and assessment of pupils' work ensures that pupils have a clear idea of what needs to be done next in order to maintain improvement. This is particularly strong in outstanding lessons which formed the majority of those visited during the inspection. Those pupils with special educational needs and/or disabilities are expertly managed by learning support assistants. Consequently, they make outstanding progress in their learning.

The school has enthusiastically grasped the opportunity to develop a curriculum in which pupils' literacy, numeracy and information and communication technology skills are linked imaginatively with practical investigations, historical and geographical studies and with research in topic-based work. Residential visits, learning to speak and write French, an excellent range of after-school activities and opportunities to excel in music, sport and the arts, add much purpose and enjoyment to pupils' learning and experiences while extending opportunities for them to show initiative.

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Staff know pupils and their families very well and pupils who are vulnerable due to their circumstances are particularly well supported. The school has striking examples of how pupils with particular needs have progressed very well due to the outstanding care, guidance and support provided. Outstanding partnerships with external health and support agencies benefit pupils and families extremely well. The school has very effective strategies to improve attendance and the success of this in the rapid improvement in the attendance of most pupils. Despite all the school has to offer, a very small minority of families are still reluctant to understand that attending school every day is essential. The school continues to seek ways of helping and encouraging these families to send their children to school regularly. Transition arrangements are carefully planned through excellent partnerships formed with local high schools and networking with local schools.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher's and senior leaders' thoughtful and inspirational management continues to underpin the success of the school. The extremely stable team of highly effective staff is totally committed to equality and diversity, celebrating the individual qualities of each pupil and their family. Teamwork is strong and monitoring and evaluation procedures undertaken by all staff successfully drive improvement. The governing body is very supportive. Nevertheless, it is acknowledged that further training for newly appointed members of the governing body would place them in a stronger position to challenge the school's performance.

There is a close partnership with parents and carers who are rightly effusive in their comments about how they are encouraged to be involved in their children's learning. These very strong links with parents and carers ensure the personal needs of the pupils are addressed extremely well. Resources are very well deployed and the school provides excellent value for money. Safeguarding procedures are good overall. Policies are comprehensive, training for staff is excellent and procedures to ensure pupils are protected and supported are effective. There are very strong links with a wide range of external agencies which contribute to children's outstanding progress and well-being. Community cohesion is promoted very strongly within the school community and beyond the immediate locality, outside the United Kingdom and within the wider world. Partnerships with schools internationally enable pupils to understand religious and cultural differences very effectively.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

'My child has had a lovely, warm, welcoming introduction to school life' sums up parents' and carers' views and epitomises the happiness children experience during their time in the Early Years Foundation Stage. They start in the Nursery with skills that are low for their age, particularly in their speaking, listening and social skills. All children make excellent progress in the Nursery and Reception classes towards the early learning goals. When they move to Year 1, most children are working within age-related skills in all the areas of learning. This is because teaching is outstanding and staff pay close attention to providing children with time to play, investigate, explore, enjoy and talk to each other about what they discover.

Excellent links with parents, carers and outside agencies ensure that the social, emotional and learning needs of each individual child are attended to meticulously. Well-planned indoor provision and highly effective use of all available outdoor learning areas develop children's speaking, listening and social skills very well. Consequently, children's personal development is excellent and their behaviour is outstanding. Learning in all areas is well planned and has imaginative play and children's interests at its heart. Leadership of the Early Years Foundation Stage is outstanding. Ongoing observations of children at play are collected by all adults. These are highly reflective and informative and are used effectively to plan children's next steps in learning. The welfare and progress of children are carefully monitored and all aspects of safeguarding are securely in place.



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Please turn to the glossary for a description of the grades and inspection terms

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

About one fifth of parents and carers replied to the questionnaire. Most of them are very content with the quality of education and care provided. Comments include: 'Staff are excellent', 'very supportive of us as a family'; 'he gets excited about going to school and is buzzing when he comes home'. Inspection evidence strongly supports these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Banks Road 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	57	18	43	0	0	0	0
The school keeps my child safe	31	74	11	26	0	0	0	0
My school informs me about my child's progress	19	45	20	48	2	5	0	0
My child is making enough progress at this school	18	43	24	57	0	0	0	0
The teaching is good at this school	24	57	17	40	0	0	0	0
The school helps me to support my child's learning	21	50	19	45	1	2	0	0
The school helps my child to have a healthy lifestyle	22	52	18	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)	18	43	20	48	0	0	0	0
The school meets my child's particular needs	21	50	20	48	0	0	0	0
The school deals effectively with unacceptable behaviour	17	40	22	52	2	5	0	0
The school takes account of my suggestions and concerns	14	33	24	57	1	2	0	0
The school is led and managed effectively	21	50	18	43	2	5	0	0
Overall, I am happy with my child's experience at this school	24	57	17	40	1	2	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.**



13 June 2011

Dear Pupils

**Inspection of Banks Road Primary School, Liverpool, L19 8JZ**

Thank you for talking to us and helping us when we visited your school. We were extremely impressed by how each one of you is eager to do as well as you can. We thoroughly enjoyed talking to some of you and seeing how much you enjoy your lessons, playtime and lunchtime with your friends.

You go to an outstanding school. The Nursery class makes sure you get off to an outstanding start to your school life. You are taught exceedingly well and receive excellent care and support in all classes and from all staff. You make outstanding progress in lessons and your behaviour in lessons and around the school is excellent. We were very impressed with your responsible attitude and the way you consider each other's feelings so well.

You thoroughly enjoy the many interesting activities arranged for you, especially in the exciting curriculum you receive. Your headteacher and all the school's leaders are determined to improve your school so that you all continue to do as well as you possibly can. I have asked them to make sure this happens by helping the new members of the governing body to find out how they can help you always achieve your very best in all your learning. Also to make sure that the very small number of pupils who do not come to school as often as they should attend regularly.

I hope you will play your part by continuing to work hard, to attend regularly and to do your best to make your school even better.

Yours sincerely

Clare Henderson

Lead inspector

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