

Green Park Primary School

Inspection report

Unique Reference Number	104884
Local authority	Sefton
Inspection number	377141
Inspection dates	08–09 September 2011
Reporting inspector	Gillian Salter-Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	P Malloy
Headteacher	J Hains
Date of previous school inspection	19 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 18 lessons and eight teachers were seen. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work; documents scrutinised included those relating to the safeguarding of pupils, school improvement plans, minutes of governing body meetings, the most recent headteacher's report to the governing body and the most recent School Improvement Partner report. Inspectors analysed 93 questionnaires from parents and carers together with those received from staff and pupils.

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

- How consistently pupils achieve across subjects, particularly the more able and boys in writing.
- Whether pupils' attendance has continued to be above the national average.
- How effective teaching and the use of assessment information are in challenging all pupils, especially the more able.
- Whether school leaders and the governing body are bringing about improvement quickly enough.

Information about the school

The school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority-ethnic groups is well below average. A below average proportion of pupils is identified as having special educational needs and/or disabilities and the proportion with a statement of special educational needs is well below average. A new headteacher was appointed during the spring term 2011. A breakfast club is provided every school-day morning as part of the school's extended services.

Recent awards achieved include the Healthy Schools Award, Dyslexia Friendly Award, Eco-School Gold Award and International Schools Award.

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

Green Park Primary is a good school. Parents and carers are very supportive of the school's work. Positive and supportive relationships between staff, pupils and their families contribute to the outstanding care, guidance and support provided. Staff know the pupils and their families very well and work hard to ensure that pupils, particularly those whose circumstances make them more vulnerable, feel happy and secure in school and ready to learn. Consequently, pupils feel extremely safe in school and have great trust in the adults who care for them. The pupils are a great asset to the school. They are exceptionally keen to make a difference to their school and the local community. They have contributed many ideas on to how to improve the school environment. They take responsibility and leadership roles very seriously indeed and show great care for others, for example, when helping younger pupils at mealtimes and out on the playground. Pupils are keen to maintain a healthy lifestyle with high numbers taking part in extra sporting activities. Pupils are very keen to encourage healthy attitudes, for example, by running a healthy tuck shop. Pupils have a good understanding of people from different religions, cultures and backgrounds and reflect on and recognise similarities between people who may appear to be different to themselves. Pupils behave well and are deeply thoughtful and highly considerate. Pupils' overall spiritual, moral, social and cultural development is outstanding.

Pupils' achievement is good. From levels of development in line with those expected for their age when they start school, pupils reach above average attainment by Year 2. By Year 6 attainment is strengthened further. However, mathematics is stronger than English mainly because the proportion of pupils reaching above average levels in writing is lower for boys than that of girls in both Year 2 and Year 6. Good teaching supports pupils' good learning and progress. Pupils enjoy lessons and say that teachers make lessons fun and interesting.

The headteacher, well supported by staff leaders, has identified the right priorities for improvement through accurate self-evaluation and rigorous monitoring of pupils' progress and the quality of teaching. Staff and leaders work well as a team and are closely focused on school priorities. The school's good capacity to improve is demonstrated in the maintenance of pupils' good achievement since the previous inspection, the improved school environment and the improved accuracy and use of assessment information so that teachers provide tasks that are better matched to pupils' different abilities. However, there are still occasions, especially in English and

writing, when the more-able pupils are not fully challenged. Members of the governing body are highly supportive of the school's work, and have contributed well to strategic planning. However, with a range of new members, the skills, protocols and systems needed to enable the governing body to systematically monitor and evaluate the development of the school have not yet been fully developed.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching above average levels at the end of Year 2 and Year 6, especially for boys in writing by summer 2012 by:
 - using assessment information even more precisely in every lesson to ensure all pupils are fully challenged, especially the more able
 - developing further, activities and resources that interest boys and encourage them to improve their writing skills.

- Involve members of the governing body more systematically in monitoring and evaluating the work of the school by:
 - providing training to develop the skills and knowledge needed, particularly for new members
 - developing more rigorous systems and clear protocols for the monitoring and evaluation activities of the governing body.

Outcomes for individuals and groups of pupils

2

Pupils apply themselves diligently to their work and their good behaviour contributes to good learning. They are proud of their work and present their written work very carefully. They cooperate well in lessons both in pairs and groups and the vast majority are able to work independently without constant direction. Pupils, in Key Stage 2 especially, enjoy using the internet safely to carry out extensive research using a wide range of skills to follow their own interests.

Pupils with special educational needs and/or disabilities make good progress in relation to their prior attainment because support staff and class teachers know their needs well and tasks and resources are well tailored to meet their needs. Pupils at risk of underperforming in relation to the expectations for their age are identified quickly and good additional support is provided to help them to catch up.

Attainment is above average overall and is stronger in mathematics than in English. School data and lessons observed show that the vast majority of pupils across the school make good progress. Boys' progress in writing is not as strong as girls', with fewer boys than girls reaching above average levels. In some year groups, girls do not attain as highly as boys in mathematics. The school is making increasingly good use of assessment information to ensure that the more-able pupils are challenged in mathematics lessons but this good practice has not yet been fully developed for writing.

Pupils feel that school is one of the safest places to be and they know that adults are there to help if they have any concerns. They have an excellent understanding of how to keep themselves safe and healthy, including when using modern technology. They enjoy growing fresh vegetables and encouraging their sale and consumption by others, including older citizens in the local community. Pupils are very proud of their school, and pupils from different groups across the school take a highly active role in contributing to, for example, decisions about the refurbishment of the outdoor and indoor areas. Attendance is above average and pupils are punctual. Their good social and enterprise skills alongside well-developed literacy, numeracy and information and communication technology skills prepare them well for their futures. Pupils think deeply about their own experiences and link them well to personal values. Pupils have a sensitive and very mature understanding of social and moral issues.

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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good teaching ensures that pupils are well motivated and engaged in learning. Teachers' good subject knowledge enables them to provide clear explanations and good questioning that probes and develops pupils' understanding. A good range of tasks, including plenty of practical activity and good use of interactive whiteboards, is well matched to pupils' interests. Teaching assistants are skilled and well deployed to support those with special educational needs and/or disabilities and those who are in danger of underperforming. Assessment procedures have been improved to ensure greater accuracy of assessments. Assessment information is used more effectively by teachers to identify potential underperformance of a wider range of pupils, not only those at risk of not meeting age-related expectations. Staff give pupils a clear understanding of how well they are doing and what the next steps in learning are through regular marking and discussions about targets in class. However, tasks set do not always fully challenge the more-able pupils, especially in writing, and it is not always made clear to the more-able pupils what more they need to know, understand and do to reach the higher levels.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The well-planned curriculum supports good progress in developing pupils' literacy, numeracy and information and communication technology skills. Well-organised improvements include a 'daily maths' session for every class that is helping to secure pupils' accelerated progress. Increasingly, the curriculum provides opportunities that link subjects together into topics and activities that interest and stimulate pupils, especially boys, and encourages pupils to write at greater length. Year 6 pupils talked about the topic on 'Ancient Egypt' being the most interesting work they had ever done. The development of pupils' understanding of 'letters and sounds' and early reading skills is well planned for younger pupils. The school is currently developing a programme to continue the focus of this learning for pupils in Key Stage 2. Topics that interest boys are being introduced and reorganised resources, such as reading books, are encouraging boys to increase their engagement in reading. The well-planned curriculum for pupils' social and emotional development supports their personal development very well indeed. Pupils have many good opportunities for cultural development through the varied musical and sporting opportunities offered.

Highly-targeted support for the vast majority of pupils, particularly those deemed to be in more vulnerable circumstances, ensures that pupils receive the support that they need to help them to make at least good progress and to make outstanding contributions to school life. The school works very effectively with a wide range of partners and external agencies to provide a highly effective level of support. Improved systems of assessment and monitoring of pupils' progress is ensuring that underperformance at all levels, not only in relation to age-related expectations, is identified and tackled swiftly. Attendance is closely monitored and, increasingly, concerns about absence are tackled before they become a restriction on pupils' progress. A breakfast club is very well supported by families and is well attended.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff have worked well together on a clear programme of improvement based on priorities derived from secure self-evaluation. Staff morale is good and there is a strong commitment to improvement across the school. Challenging targets are set for individual pupil achievement and the whole school. Focused professional development has contributed well to improvement. Currently, the roles and responsibilities of school leaders are being re-assessed in the light of recent changes to the school's approach to school improvements.

The governing body fulfils its statutory duties. It consults parents, carers and pupils regularly and is kept well informed by senior leaders of the school's strengths and weaknesses. A number of the members visit the school frequently and relationships with staff are positive and supportive. However, the role of the governing body in

monitoring and evaluating school improvement systematically is not fully established and the school is aware that further training is needed for new members. The governing body is rigorous in ensuring that pupils and staff are kept safe. The vetting of staff is robust. Staff are fully trained in child protection procedures. Pupils are exceptionally well-informed of how to stay safe. Although good procedures are in place, work is in progress on reviewing policies relating to safeguarding and health and safety.

The school monitors the progress of different groups of pupils very carefully. A recent focus on monitoring progress against challenging targets for all pupils, including the more able, rather than solely against age-related expectations, has led to a greater focus on providing challenge for the more-able pupils. Consequently, more of the higher-attaining pupils are beginning to fulfil their potential, especially in mathematics. The school has identified where further gaps need to be closed, such as between boys and girls for the higher levels in writing and has put plans into action that are beginning to close the gap.

Provision for community cohesion has been well planned in partnership with other local schools. Provision is based on a secure audit of the school and its place in the local, national and world-wide communities. The school is a harmonious and cohesive community. Pupils develop awareness and understanding of people from communities different to their own locally, often through links with the local church, nationally, through a project with a school in Rochdale, and internationally through the Comenius project which has brought staff and pupils together from a wide range of countries.

These are the grades for the 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	3
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

The environment is welcoming and well equipped to extend children’s development and learning, especially their physical development. Welfare requirements are securely in place. Children are happy and secure and trust adults to provide care for them. Children play well together learning routines quickly and welcoming children new to the Reception class. Well-planned activities provide a good balance between those led by adults and those pursued by the children. Good resources and a wide

range of opportunities enable children to be active and creative learners both indoors and outdoors. Children enjoy exploring and were particularly excited when looking for mini-beasts. They delighted in sharing what they found with each other and adults were skilled in extending children’s knowledge of the creatures and encouraging good levels of talk. Adults work well as a team and leaders set out clear priorities based on self-evaluation that takes account of parents’, carers’ and children’s views. Children’s development and progress is assessed thoroughly and this information is usually used well to plan the next steps in learning and match tasks to different abilities. Occasionally, opportunities are missed to challenge the more-able children to extend their thinking. Children make good progress in the Nursery and Reception and, on entering Year 1, most children have met age-related expectations and the number exceeding them is slightly above average.

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 in the Early Years Foundation Stage	2

Views of parents and carers

An average proportion of parents and carers returned questionnaires. The vast majority of these were supportive of the school’s work. Many commented very supportively on improvements being made since the arrival of the new headteacher. A number praised highly the care and support given to their children, in particular those facing difficulties in their lives or with special educational needs and/or disabilities. Inspectors found plenty of evidence to support parents’ and carers’ positive views. Whilst a small number expressed concern about communication with the school, others praised the accessibility of staff. Inspectors found communication and relationships with parents and carers to be good. Pupils’ progress is reported formally to parents and carers twice a year and there is an ‘open door’ policy for them. Staff and the headteacher are available to parents and carers every day before the school day starts. Although parents and carers are consulted regularly through questionnaires, a number were concerned about the changes to breaktime arrangements in the afternoon and did not feel they had been fully consulted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Park 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	71	26	28	0	0	0	0
The school keeps my child safe	72	77	21	23	0	0	0	0
The school informs me about my child's progress	41	44	51	55	1	1	0	0
My child is making enough progress at this school	44	47	46	49	2	2	0	0
The teaching is good at this school	52	56	38	41	1	1	0	0
The school helps me to support my child's learning	48	52	39	42	3	3	0	0
The school helps my child to have a healthy lifestyle	44	47	45	48	2	2	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)	41	44	46	49	1	1	0	0
The school meets my child's particular needs	47	51	45	48	0	0	0	0
The school deals effectively with unacceptable behaviour	40	43	46	49	2	2	0	0
The school takes account of my suggestions and concerns	38	41	46	49	3	3	0	0
The school is led and managed effectively	56	60	36	39	0	0	0	0
Overall, I am happy with my child's experience at this school	66	71	26	28	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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">■ 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.



12 September 2011

Dear Pupils

Inspection of Green Park Primary School, Liverpool, L31 8BW

Thank you for the welcome the inspectors received from you all when we visited your school. We very much enjoyed talking to so many of you, seeing you hard at work in lessons and enjoying the many activities in your school. The inspectors judged your school to be good and some parts of it are outstanding. The care and support that the staff provide for you is outstanding, especially for those of you who may have difficulties in their lives. You tell us that you feel extremely safe in school and you certainly know how to stay safe when using modern technology. You, the pupils, are a credit to your school.

Your attitudes to keeping healthy are excellent and the way many of you have helped to make improvements to your school is impressive. You take on responsibilities maturely and it was good to see the consideration and sensitive support that dinner-time helpers gave to younger pupils. You behave well and enjoy learning because the teaching is good and you say teachers make lessons fun. You achieve well in your academic work, especially in mathematics. The staff are working very hard as a team with your headteacher and the governing body to carry on making improvements. There are a few things we have asked them to make better. These are:

- to ensure that more of you reach Level 3 by the end of Year 2 and Level 5 by the end of Year 6 in more subjects, but especially boys in writing, by summer 2012
- to make sure that in every lesson all of you are fully challenged, especially those who find the tasks easy
- to find more ways to help boys to enjoy and improve their writing
- to work with members of the governing body to help them understand more systematically how well you and the school are working.

You can help by continuing to enjoy school and trying your best in all your work. We wish you well for the future.

Yours sincerely

Gillian Salter-Smith
Lead inspector

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