

St Andrew's Maghull Church of England Primary School

Inspection report

Unique Reference Number	104895
Local authority	Sefton
Inspection number	377145
Inspection dates	19–20 April 2012
Lead inspector	John Dunne

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Sarah O'Donoghue
Headteacher	Sue Kerwin
Date of previous school inspection	6 October 2008
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Introduction

Inspection team

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Additional inspector

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This inspection was carried out with two days' notice. The inspectors observed 21 lessons, taught by 14 teachers. These included short visits to a range of phonics (teaching of letters and sounds) sessions taught by teachers and trained assistants. They also sampled pupils' work and heard a number of pupils read. Meetings were held with groups of pupils, members of the governing body and school staff, including senior and middle managers. Inspectors took account of the responses to the on-line questionnaire (Parent View) when planning the inspection, observed the school's work and looked at a number of documents, including those relating to planning, safeguarding children, and the school's analysis of pupils' progress. They also analysed 188 questionnaires completed by parents and carers and others completed by pupils and staff.

Information about the school

In this larger than average-sized primary school most pupils come from White British backgrounds. Very few pupils speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the government's current floor standard which sets the minimum expectations for attainment and progress. The school has received a number of awards, including the Activemark and Healthy School status. There is an after-school club on site which is independently managed.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	2
Leadership and management	4

Key Findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- This is not a satisfactory school because pupils’ achievement and teaching are inadequate and school leaders have not succeeded in halting a declining trend in attainment or secured improvement in the issue raised at the previous inspection. Many pupils, particularly the most able, make inadequate progress in the Reception classes and Years 1 to 5. Pupils’ attainment in English and mathematics is too low given their starting points. It is particularly low in writing.
- There is too much inadequate teaching and not enough that is good. Expectations of many pupils are too low. Teachers do not plan effectively or adapt work to meet the varying needs of pupils in the majority of classes. Pupils do not receive sufficient helpful feedback about their achievements or guidance about how to improve. In too many lessons, the pace of learning is slow. The features of good teaching in Year 6 are not shared with other staff. The effective teaching of phonics is beginning to improve pupils’ literacy skills.
- Pupils’ behaviour and safety are good. This represents a strength of the school’s provision. Pupils are exceptionally polite, well mannered, behave well and are keen to learn, even when teaching does not engage them fully.
- Leaders have not been successful in tackling the declining trend in attainment. Managers at all levels and members of the governing body do not have an accurate understanding of the school’s many weaknesses, of where development is needed and how improvement can be achieved. Consequently, measures for improving teaching and attainment have little impact. School leaders have much data about pupils’ progress but this is not used sharply enough to identify and then tackle underachievement as soon as it arises. Monitoring of teaching is not robust and is failing to identify where the performance of teachers needs to improve. The curriculum

successfully promotes pupils' spiritual, moral and social development but provides too few opportunities for them to practise and improve literacy and numeracy skills, particularly writing, by using them in different subjects.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English, particularly writing, and mathematics by:
 - raising teachers' expectations so that they are clear about what pupils in each year group should be achieving in reading, writing and mathematics
 - securing more rapid progress in writing by creating more opportunities for pupils to write in more depth across a greater range of subjects
 - ensuring teachers' assessment and marking provides more detailed feedback to enable pupils to understand the next steps that will move them on to higher levels of attainment
 - ensuring all teachers adapt work to enable pupils of all abilities to be sufficiently challenged, particularly the most able.
- Ensuring all teaching is consistently good or better by:
 - eliminating inadequate teaching
 - sharing the best practice within the school to ensure a greater amount and consistency of good teaching
 - improve the pace of learning and pupils' engagement in lessons, ensuring they do not spend too long listening to teachers.
- Improve teaching, planning and organisation in the Early Years Foundation Stage and ensure that adults interact effectively when children are engaged in independent activities.
- Establish robust and effective leadership, including governance, by:
 - ensuring self-evaluation is accurate
 - monitoring teaching and pupils' progress rigorously, and use this information to focus actions on improving pupils' achievement and to inform the professional development of staff.

Main Report

Achievement of pupils

Overall, pupils leave the school having made inadequate progress from their starting points. Attainment on entry to Reception is broadly in line with national averages. Although historical data indicates that outcomes are above average when children leave the Early Years Foundation Stage, children's current work and lessons observed by inspectors

indicates that it is now lower than in previous years. Most children in Reception make inadequate progress as a result of inadequate teaching and ineffective planning.

In Key Stages 1 and 2, pupils' attainment in English and mathematics has declined. School data show that this decline is continuing. Very few pupils achieve the higher levels, particularly in writing, and this represents inadequate progress for the most able pupils, given their starting points. Overall, pupils do not make the progress of which they are capable in English and mathematics, especially in Years 1 to 5. The progress for pupils in Year 6 is stronger but this only enables pupils to reach broadly average attainment by the time they leave because the effective teaching here is unable to compensate for previous gaps in learning. Attainment in reading by the end of Year 2 is average, but improving due to the effective teaching of phonics. Attainment in reading is average by the time pupils leave in Year 6.

Disabled pupils and those who have special educational needs make inadequate progress as information about what they know already is not used carefully enough to plan their learning. Attainment of those pupils known to be eligible for free school meals is lower than that seen nationally and the attainment gap is not closing. Although the majority of parents and carers say their children's progress is good, inspection evidence shows that achievement is inadequate.

Quality of teaching

Teaching is inadequate overall. There is too little that is of good quality. Inspection evidence shows that the majority of teaching, including that for disabled pupils and those with special educational needs, does not challenge or motivate pupils or secure at least satisfactory learning or progress. The school has accurate data which identifies individuals and groups who are not making the expected progress. However, teachers are not using this effectively to tackle underachievement. Teachers fail to take account of what the pupils already know and can do and, therefore, do not ensure that activities fully meet the needs of different abilities. Lesson planning often emphasises activities to be completed, rather than the knowledge, skills and understanding to be developed. Curriculum plans do not focus well enough on systematically developing pupils' writing skills or ensure that each unit of work places sufficient demands on pupils. Too few opportunities are provided for pupils to write at length. Too often, pupils' enthusiasm to write is not built on and they complete unconnected exercises and low-level drawing tasks. The work set is not sufficiently well planned and reflects the low expectations for many pupils, particularly the most able. In some lessons, pupils spend too long listening to the teacher before they are required to engage with the learning. The positive views of most parents and carers who returned the inspection questionnaires were not borne out by inspection evidence.

Occasionally, imaginative and stimulating lessons generate excellent learning. A good example was seen when two Year 6 teachers jointly planned and combined their classes, using highly creative, multi-media resources to challenge pupils' opinions about horse racing. Not only did this enable all to make rapid gains in their persuasive writing, but also made a strong contribution to their spiritual, moral and social development as they displayed empathy with the different adults, groups and animals associated with the sport.

Teachers' marking is mostly brief and gives little guidance as how pupils can improve. By contrast, the marking of some pupils' work is up to date, includes clear guidance about how to improve and this advice is occasionally acted upon.

Teaching and the curriculum for children in the Reception classes are not effective enough. There are opportunities for children to learn and play independently, but the quality of planning of these activities and interaction with adults are poor. As a result, when children are working independently too many are unclear what to do, are uninspired by their learning and wander from task to task with little engagement. The tasks are not well matched to individual children's needs and provide inadequate challenge.

Behaviour and safety of pupils

Behaviour is consistently good. Inspection evidence supports the positive views expressed by the overwhelming majority of parents and carers. Pupils are impeccably well-mannered and polite. The way in which pupils interact harmoniously is a strength of the school and provides a secure climate for learning. There is almost no evidence of bullying and pupils express confidence in the school's systems for dealing with such occurrences should they arise. Pupils are well-informed about different types of bullying that they may encounter. They show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.

Almost all parents and carers and pupils expressed the view that their children felt safe in school and pupils agree. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in the event of fire. Older pupils in particular have a good understanding of internet safety. Attendance is well above average and has been so over a sustained period.

Leadership and management

Leadership and management are inadequate because leaders at all levels, including the governing body, have not been successful in halting the declining trend in pupils' attainment or in ensuring that the needs of more able pupils are met. This was the area for improvement from the previous inspection. The information gained from the monitoring of lessons is not used sharply enough to identify the most important development points for teachers or to follow up any issues with rigour.

Staffing and leadership in the Reception classes is relatively new and training is in place to develop their skills. Despite this, current provision is inadequate, reflecting inadequate leadership in the Early Years Foundation Stage. Most senior and middle managers and the governing body do not have a clear picture of the school's strengths and weaknesses. Consequently, self-evaluation is overgenerous and there is too little understanding of what needs to be improved and how it is to be achieved. Apart from the successful phonics programme, there have been few initiatives which have demonstrated any positive impact on achievement. Consequently, too many pupils continue to underachieve and this shows that the school does not have the capacity to improve.

Leaders ensure that there is no discrimination. They focus strongly on promoting good pastoral care and different groups are included well in all activities. However, the promotion of equality of opportunity is inadequate because the wealth of data on pupils' progress is not analysed rigorously enough and measures are not in place to ensure that gaps in pupils' learning are identified and tackled effectively. Arrangements for safeguarding children meet statutory requirements and there is a strong focus on keeping pupils safe.

Monitoring of teaching is not robust and is failing to identify where the performance of teachers needs to improve and, consequently their professional development is not planned effectively. The curriculum is inadequate because, although it is broad and balanced, it is not enabling pupils to achieve satisfactorily and has significant weaknesses in provision for writing. The curriculum is enriched well by a wide range of activities that successfully promote pupils' spiritual, moral, social development. For example adventure holidays are used to good effect in promoting pupils' understanding of team work.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 April 2012

Dear Pupils

**Inspection of St Andrew's Maghull Church of England Primary School,
Liverpool, L31 6DE**

Thank you for being so welcoming and talking to us when we visited your school recently. We found some good things about your school but there are some important aspects that need to improve. You are not all making enough progress in reading, writing and mathematics, so we have decided your school needs special measures to help it improve. This means that the school will receive help to put things right. Other inspectors will visit your school regularly to help your headteacher and teachers make improvements.

Here are some of the things we liked most:

- you said in discussions and in the inspection questionnaire that you enjoy school and we could see that you appreciate the good range of extra activities that the school provides for you
- you rightly feel that behaviour is good, you keenly take responsibility and we found you to be very polite and courteous
- you feel you are kept safe and we could see that you take good care of each other.

The school's leaders know that you are not making enough progress and that they have not been successful in improving the quality of teaching. All of you can help your teachers by continuing to work hard and concentrate in lessons.

These are the main things that we have asked the governors, headteacher and staff to do:

- make sure that all staff are clear about what needs improving by using all the information they have about your learning so that they can help you quickly if you are falling behind
- make sure that the teachers expect enough of you, plans work that always meets your needs and ensures marking tells you how you can improve
- make sure you get more opportunities to use your writing skills in different subjects

- make sure children in the Reception classes have more help from adults and have better opportunities when they are learning independently.

Yours sincerely

John Dunne
Lead Inspector

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