

Yew Tree Community Primary School (with designated special provision)

The Avenue, Halewood, Knowsley, Merseyside, L26 1UU

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils, from their very different starting points, achieve well.
- Good teaching, with some outstanding teaching, is resulting in pupils making faster progress than others across the country, so that standards are rising in reading, writing and mathematics.
- The effective leadership of the headteacher and senior leadership team has ensured the school is improving in all aspects of the school's work. This is a successful and thriving school community where pupils and teachers feel valued and do their best.
- Pupils' behaviour is typically good in lessons and around the school. Relationships are good.
- Pupils feel safe, enjoy school and rise to the challenge of taking responsibilities such as serving on the school council or being playground buddies.
- Excellent systems are in place to care for all pupils and particularly those in the DSP (Designated Special Provision) who sometimes require specialist support.

It is not yet an outstanding school because

- Teaching is good rather than outstanding. In some lessons teachers do not ask questions that challenge pupils and extend their understanding.
- In the DSP classes targets set for pupils are not always precise enough to help pupils to improve quickly.
- Pupils' speaking skills are not as strong as their other skills. Some find it difficult to explain themselves clearly and confidently or to add expression when reading aloud.

Information about this inspection

- Inspectors observed 21 lessons taught by 10 teachers. They also visited small group sessions where children were practising letters and sounds. In addition, they listened to pupils from various classes reading and visited two assemblies.
- Meetings and discussions were held with groups of pupils, members of the governing body, a representative from the local authority, staff and parents.
- Inspectors observed the school's work, looked at pupils' books, progress data, safeguarding information and the four responses to the online questionnaire (Parent View), as well as meeting and talking to parents bringing their children to school. Inspectors gained further information about the views of parents by reviewing the school's most recent parental questionnaire.

Inspection team

Judith Straw, Lead inspector	Additional Inspector
Eric Craven	Additional Inspector
David Wilson	Additional Inspector

Full report

Information about this school

- This is a smaller than average primary school.
- The school was formed in a new building in September 2011 from the amalgamation of a primary school and a small special school for pupils with learning and behavioural difficulties. These pupils are taught in three designated special provision (DSP) classes. There are currently 23 pupils across the three classes with an age range of 5 to 10. The pupils have a range of needs such as emotional, social and behavioural difficulties, speech and language issues, autistic spectrum conditions and severe learning difficulties.
- A very high proportion of pupils are known to be eligible for the pupil premium which is additional funding applied to the school.
- The proportion of pupils supported through school action is average but the number supported through school action plus or with a statement of special educational needs is high.
- The school also houses the local authority outreach service to support other schools with disabled pupils and those who have special educational needs.
- More pupils than is usual join the school in Key Stage 2.
- The school meets the government's floor standard, which set the minimum expectations for attainment and progress.
- The school recently gained the Inclusion Quality Mark.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - asking more open and complex questions to extend and deepen pupils' understanding
 - setting individual targets for pupils in the DSP classes, where children have a wide variety of abilities, to speed up their learning
 - providing more opportunities for pupils to talk about their learning, to describe how well they have achieved and to assess their own work and that of others.
- Further improve pupils' spoken and communication skills by:
 - teachers regularly modelling good reading aloud
 - improving pupils' use of expression and tone in reading aloud
 - building pupils' confidence when explaining their thinking and ideas
 - using drama even more effectively in a range of lessons
 - providing opportunities for pupils to gain confidence in speaking in public.

Inspection judgements

The achievement of pupils is good

- Pupils work hard in lessons, listen to their teachers and achieve well. They answer questions readily, concentrate on what they are doing and enjoy their learning.
- Children in the Nursery class quickly become confident learners, even though they start with skills well below those typically expected for their age. Children achieve well in the Nursery and Reception classes and, as a result of better teaching, many are now starting in Year 1 much closer to what is expected of them.
- Over the last three years progress for all pupils has improved rapidly. Overall progress is now good, with an increase in the numbers reaching above-average standards. By the end of Year 6 some pupils reach above-average standards in reading, writing and mathematics, with more pupils now reaching the higher Level 5. New approaches to the teaching of writing are already proving to be successful. Pupils read accurately but not fluently, and with meaning and expression.
- The many pupils who join the school in Key Stage 2, some as late as the start of Year 6, also achieve well because they thrive in small classes and receive extra support where they need it
- Pupils in the DSP classes make equally good progress from their starting points because they are supported by very skilled teachers and teaching assistants, taught in small groups and given high-quality care and support. Speaking for many, one parent said, 'The level of support is second to none and my child has come on in leaps and bounds since he has been here'.
- All groups of pupils, including disabled pupils and those who have special educational needs, girls, boys and the very high proportion of pupils in receipt of the pupil premium achieve well.
- Pupils supported by the pupil premium funding make good progress and achieve significantly better than other such pupils across the country because of the many opportunities to work in very small groups and regular opportunities to read aloud to adults.

The quality of teaching is good

- Teaching is consistently good across the school and in the DSP classes with some which is outstanding. For example, in one of several excellent mathematics lessons pupils were learning how to measure numbers on a scale and using different colours of water to fill various differently shaped containers. Practical activity, well supervised so that not a drop was spilt, resulted in pupils making excellent progress in understanding volume and shape.
- Teaching in the DSP classes is very well planned by teachers and teaching assistants, who know what to do and how much and how little support to give pupils so that they can all make good, and sometimes outstanding, progress. In these small classes opportunities are sometimes missed to speed up learning by giving each pupil an individual target for which to aim.
- Relationships between teachers and pupils are very good in all classes and pupils respond well to praise from staff. The great majority of pupils enjoy lessons and praise their teachers who, they say, 'always help you if you get stuck'.
- Teachers have good subject knowledge and use this to plan lessons which develop the most important skills in reading, writing and mathematics. Very good systems for checking on the progress of pupils ensure that teachers are crystal clear about what levels pupils are working at and how to move them on to the next steps.
- Questioning is used well but sometimes opportunities are missed to extend learning by going more deeply into answers and asking more open-ended questions.
- Teachers hear pupils read regularly and put good emphasis on accurate word recognition.
- Although teachers encourage practical activities, not enough attention is given to extending pupils' speaking skills through role play and discussion. Similarly, teachers hear pupils read often

and encourage word recognition but not enough emphasis is given to reading with understanding. As a result, pupils do not always read with expression, fluency and meaning and sometimes find it difficult to explain their thinking and ideas.

- Disabled pupils and those who have special educational needs in the mainstream classes all make equally as good progress as other pupils. Excellent teamwork between teachers and teaching assistants ensures that these pupils have the support they need to take full part in all lessons and to enjoy their learning.
- Marking is a strength. Teachers offer praise which encourages pupils and give good advice on how they can improve their work and move up to the next level. However, there are fewer opportunities for pupils to assess their own work, to identify what they have learned that they did not know before and how well they have achieved.

The behaviour and safety of pupils are good

- Behaviour is typically good in all classes; the great majority of pupils are keen to get on with their work and are eager to learn. They respect the views of others and work well together.
- There are very few incidences of inappropriate behaviour because the school has well-developed systems of behaviour management and most pupils enjoy school and all that it offers.
- The youngest children are developing good social skills. They get on well together, take turns and respond well to adults.
- Pupils insist that bullying of any kind is not tolerated. They understand about the different types of bullying, including name-calling and cyber-bullying. They know who to go to if they have any problems and are confident they will be well supported. As a result, pupils feel entirely safe in school.
- Attendance has risen steadily over the past few years and is now at least average.
- Parents feel that behaviour is managed successfully.

The leadership and management are good

- Leadership and management are good across the school with some elements which are excellent. The very strong partnership of the senior leadership team has been instrumental in establishing a new school, bringing about major improvements to teaching and speeding up pupils' progress and attainment.
- The school's procedures for gaining a view of its performance are effective. The school knows exactly what steps to take to reach its goals and how to achieve them.
- All teachers are involved in checking pupils' progress, the quality of learning and how well behaviour is managed. Data are well understood, so that all staff have an accurate view of the progress made by each individual pupil, and allow the school to take prompt action when pupils fall behind or underachieve.
- Teaching is monitored rigorously so that any weakness in the work of individuals or progress of groups is followed up with training and support. Staff have to explain the progress of pupils in their class and the headteacher closely matches performance with salary progression.
- The Designated Special Provision is well managed by an experienced practitioner. Teaching is good in the DSP and the outstanding quality of care is reflected by the school's recent award of the Inclusion Mark.
- Very good partnerships with other agencies and services contribute well to pupils' achievement.
- The school is forging ever closer links with parents, who hold the school in high esteem and particularly praise the communication between home and school.
- Many trips and visits, as well as effective assemblies, ensure that pupils' spiritual, moral, social and cultural development is good. However, there are some missed opportunities to extend pupils' speaking skills.

- The local authority has provided very strong support in the past before, and during, the amalgamation. The school no longer needs such support because leaders have proven they are well capable of continuing to make improvements.
- **The governance of the school:**
 - Members of the governing body have an accurate knowledge of the school’s strengths and weaker areas. They hold the school to account for the achievement of pupils and provide both support and challenge to the headteacher. Governors take a keen interest in all that goes on and find out for themselves what is happening in school by regular visits and contact with the school. The special needs governor is based in the school because of her role as manager of the local authority outreach service. She brings valuable expertise to the school’s very thorough safeguarding arrangements and works well with the special needs coordinator. The governing body is well aware of the link between salary progression and performance management and they have a clear understanding of the quality of teaching. Finances are managed very effectively. Governors oversee the way in which pupil premium funding is spent. They are justifiably proud of the promotion of equality of opportunities and the fact that there is no gap in the achievement of pupils across the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131061
Local authority	Knowsley
Inspection number	406408

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	209
Appropriate authority	The governing body
Chair	David Fitzgibbon
Headteacher	Matthew Copping
Date of previous school inspection	3 November 2010
Telephone number	0151 288 8900
Fax number	0151 280 8755
Email address	matthew.copping@knowsley.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

