

# Blackmoor Park Junior School

Leyfield Road, Liverpool, Merseyside, L12 9HB

**Inspection dates** 13–14 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils make good progress and achieve the higher levels by the end of Year 6, particularly in mathematics.
- The quality of teaching is inconsistent, and there is not enough good or better teaching. In too many lessons work is not matched closely enough to pupils' abilities and pace and challenge are lacking.
- In some classes teachers talk too much and do not give pupils enough time to work independently.
- Marking does not always tell pupils what they need to do to improve.
- Pupils do not have enough opportunity to apply their mathematical skills across different subjects.
- Middle leaders are not yet sufficiently accountable for the progress pupils are making.

### The school has the following strengths

- The headteacher, senior leaders and governors have a good knowledge of the school and an accurate view of what needs to be improved.
- Behaviour is good. Pupils are keen to learn and they are very polite and courteous both to adults and to each other.
- Pupils feel very safe and well cared for.
- The curriculum engages pupils in their learning and strongly promotes their spiritual, moral, social and cultural development.
- Pupils enjoy reading and many read widely.
- Attendance is above average.
- Parents are strongly supportive of the school.

## Information about this inspection

- Inspectors observed 24 lessons or part lessons, including one joint observation with the headteacher.
- Meetings were held with senior and middle leaders and with three governors, including the Chair of the Governing Body. A meeting was also conducted with a representative from the local authority.
- Two formal discussions with pupils were held and inspectors spoke to other pupils informally in lessons and at break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Nineteen responses to the online questionnaire (Parent View) were taken into account, as well as responses to the staff questionnaire.
- Inspectors observed the school's work and examined a number of school documents. These included information about pupils' progress and school development plans. Information about behaviour, attendance and safeguarding was also looked at.

## Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Jennifer Lawrence	Additional Inspector
Patricia Davies	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- Most pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - making sure that lessons are well planned to meet the needs of all pupils
  - ensuring that the pace of learning and the level of challenge are consistently high in lessons so that pupils make at least good progress
  - ensuring that teachers do not talk and direct activity too much and allow pupils more opportunity to work independently
  - making sure that marking is consistently helpful in giving pupils clear advice and targets to improve their work.
- Accelerate progress and improve achievement for all pupils, particularly in mathematics, by:
  - ensuring that existing procedures to help raise pupils' achievement in English are applied consistently in mathematics
  - making sure that pupils have more opportunities to practise their numeracy skills across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that middle leaders are more involved in checking performance in their areas and are more accountable for pupil progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement has risen since the last inspection. In 2012, Year 6 pupils' attainment in English and mathematics was just below the national average.
- The school's data about how well pupils are doing, lesson observations and work in pupils' books show that pupils are making broadly expected progress. This is true across all year groups. Progress in Year 3 has been slower in the past but it is now improving.
- Whereas pupils generally make the progress expected of them, too few pupils reach the higher levels and make good progress. By the end of Year 6 the proportion of pupils making more than expected progress in English and mathematics is below average.
- Pupils' attainment and progress in English have been higher than in mathematics as there has been a drive to improve literacy skills. The school is now beginning to use similar procedures to raise achievement in mathematics. In 2012 the gap in achievement between English and mathematics was narrower.
- Whereas pupils have many opportunities to develop their writing in different subjects, there are too few occasions for them to apply and use numeracy or problem-solving skills across the curriculum.
- There are no significant differences in the achievement of different groups of pupils. Although boys did better than girls in 2012, this is not a consistent pattern. Disabled pupils and those with special educational needs achieve at least as well as others in the school, and sometimes better.
- Pupils make progress in reading at the expected rate. They say they enjoy reading and are very proud of the recently refurbished library. Younger pupils have a secure knowledge of linking letters to the sounds they make and can usually work out more difficult words. Older pupils say they read a lot and their reading logs confirm this. They read accurately, but some pupils do not take enough account of punctuation and do not convey expression and meaning effectively.

### The quality of teaching

### requires improvement

- Although the quality of teaching has improved, it is inconsistent and is not yet good enough to enable all pupils to make rapid progress consistently. Too little good or better teaching was seen during the inspection.
- There are examples of good or better teaching in almost all year groups. In the better lessons teachers set work that challenges and motivates all pupils. They use questioning skilfully and have high expectations of what pupils can achieve.
- For example, in a Year 6 history lesson pupils actively investigated a variety of evidence about a possible spy. They worked enthusiastically in groups and showed excellent skills in unpicking information from a range of sources and weighing up fact and opinion before coming to a judgment. As a result they made outstanding progress.
- Where teaching requires improvement it typically lacks pace and challenge. In too many lessons the work set is not matched closely enough to pupils' needs and all pupils are given the same task. In addition, teachers talk for too long and direct pupils rather than allowing them to work independently. In these lessons pupils are too passive and the pace of learning is slower.
- Disabled pupils, those with special educational need and those who receive pupil-premium funding are given extra support, either in lessons or in individual or small-group sessions. This ensures that they progress at least as well as other pupils and shows the school's commitment to equal opportunities and eliminating discrimination.
- Pupils' books are marked regularly but there are inconsistencies in the help and advice given. In the best examples, pupils are given targets and helpful comments about how to improve. However, in some books there is no check that pupils have responded to these comments or targets and in others marking is not directly linked to improvement, so that pupils do not know

what they need to do to get better.

- Most parents who responded to the online questionnaire (Parent View) consider that their children are well taught and are making good progress. However, inspection findings indicate that pupils' progress requires improvement.

### **The behaviour and safety of pupils** are good

- Pupils are keen to do well and have very positive attitudes to learning, even when they are not as involved in lessons as they might be. As a result they behave well in lessons and around the school and learning can proceed without interruption.
- The school has very high expectations of behaviour. Pupils get on well with each other and have good relationships with their teachers. They are very polite to adults and visitors and have a clear view of what is right and wrong. They respond well to a variety of opportunities to take on responsibility, for example, as play leaders, prefects or as members of the school council.
- Pupils are proud to be part of the school. This is shown by their enthusiasm and the smart way in which they wear their uniforms.
- During a whole-school assembly led by pupils in Year 6, pupils listened respectfully whilst merits were awarded. They were excited to hear the attendance figures and team and class points, and took pride in their achievements.
- Discussions with pupils show that they have a good knowledge of different forms of bullying and know how to keep themselves safe in different situations, including when using the internet. They say they feel safe and well cared for, and their parents agree strongly. Pupils report that bullying is rare, but that when it happens the school reacts quickly and effectively.
- School records and inspection evidence show that poor behaviour is rare. When it occurs the school deals with it sensitively and appropriately.
- Because pupils enjoy coming to school they attend well and are punctual. Attendance has improved and is above average, and persistent absence has fallen.

### **The leadership and management** requires improvement

- The drive and determination of the headteacher, well supported by the deputy headteacher, are leading to improvements. Although the quality of teaching is improving, it is not yet consistently strong enough to ensure that pupils make good progress.
- School leaders monitor the school's performance systematically and carefully. They have a good knowledge of its strengths and areas for development. Their view of the school is thorough, accurate and honest, and has enabled effective planning for improvement.
- Arrangements to check and improve the performance of staff are thorough and are linked to the Teachers' Standards. Teachers have ambitious pupil-progress targets which are taken into account by leaders when considering salary progression.
- The role of middle leaders has been enhanced and developed. They are now more involved in checking performance in their areas and are beginning to take on more responsibility and accountability for pupil progress. However, this is not yet as developed as it might be.
- A new curriculum organised around topics has recently been introduced. It is broad and balanced, engages pupils in learning and promotes good behaviour. This was very evident during a 'Tudor Day' for Year 5 pupils during the inspection. They were fully involved in a variety of practical activities, learned a lot and clearly enjoyed themselves. As a result they made good progress. In addition there is a good range of enrichment activities including sport and cultural clubs, music, visits and residential trips. The curriculum strongly enhances pupils' spiritual, moral, social and cultural development.
- The vast majority of staff who completed the questionnaires were very positive. They are proud

to work in the school and know what it is trying to achieve.

- The school works hard to communicate with parents and engage them in their children's learning. As a result parents are strongly supportive of the school and the vast majority would recommend it to others.
  - The local authority has provided useful support in helping to confirm the accuracy of the school's evaluation of its performance.
  - **The governance of the school:**
    - Governors receive regular information from senior leaders about the achievement of pupils, and the quality of teaching. As a result they know and understand what is happening in the school and that it needs to improve. They ensure that teachers' pay progression is linked to the school's arrangements for checking the performance of staff and takes account of pupil progress. They hold the school and the headteacher to account and set challenging targets for improvement. They are actively involved in the school in a variety of ways, including being linked to particular subjects, running some clubs and helping out in some classes at times. They ensure the budget is balanced and well managed. Governors know how pupil-premium funding has been allocated and review its effectiveness. They ensure that the school meets its statutory requirements, including those related to safeguarding.
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## 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

<b>Unique reference number</b>	104521
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	400723

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Moore
<b>Headteacher</b>	Martin Davies
<b>Date of previous school inspection</b>	3 February 2010
<b>Telephone number</b>	0151 2283250
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