

# Hale Church of England Voluntary Controlled Primary School

Hesketh Road, Hale Village, Liverpool, Merseyside, L24 4AN

**Inspection dates** 31 January–1 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils say with great enthusiasm that this is a welcoming and happy school in which to learn. It has strong partnerships with parents and the local community.
- Children settle happily into school and make good progress in the Early Years Foundation Stage.
- Pupils achieve well. They make good progress in mathematics and outstanding progress in reading and writing.
- Teaching is good with outstanding practice evident. Lively and exciting lessons provide extremely well for pupils' spiritual, moral, social and cultural development.
- Pupils are very keen to learn and their behaviour is outstanding. They say that they feel very safe and their parents unanimously agree with this.
- Clear vision and good leadership by the headteacher and governors mean that the quality of pupils' learning has improved significantly since the last inspection.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to practise and extend their mathematical skills through problem solving lessons.
- There is not enough time provided for pupils to use and apply their mathematical skills within other subjects of the curriculum.
- Although plans are in place for governors to work with subject leaders to check that pupils are achieving the best they can in all subjects of the curriculum, this strategy is not yet fully up-and-running.

## Information about this inspection

- The inspector observed eight lessons, one of which was a joint observation with the headteacher.
- Meetings were held with staff, members of the governing body, groups of pupils and a representative from the local authority.
- The inspector checked school documents relating to safeguarding, looked at pupils' work in their books, heard some pupils read and checked on the ways in which the school checks on pupils' learning.

## Inspection team

Clare Henderson, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils eligible for the pupil premium is average. (This is extra funding given to schools by the government to support children of armed forces families, pupils who are looked after by the local authority, and pupils who are known to be eligible for free school meals).
- The proportion of pupils with special educational needs supported in school by school action is above average.
- The proportion of pupils supported by external specialists at school action plus and those with a statement of special educational needs is below average.
- Almost all the pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching further so that pupils' achievement is outstanding in all year groups and as strong in mathematics as it is in reading and writing by ensuring:
  - pupils practise and extend their mathematical skills through more opportunities for problem solving lessons
  - pupils have more opportunities to use and put into practice their mathematical skills within other subjects of the curriculum.
- Raise the quality of leadership to outstanding by:
  - continuing to develop the links in place between governors and subject leaders in order to check that pupils are achieving the best they can in all subjects of the curriculum.

## Inspection judgements

### The achievement of pupils is good

- When children start school, their skills vary. In some year groups, they meet the levels expected for their age related expectation whilst in others they are below. They make good progress in the Early Years Foundation Stage, especially in their reading and communication skills.
- Pupils' achievement is good. The progress they make in reading and writing by the time they leave in Year 6 is outstanding. This is because of the high focus given to extending reading and writing skills within all subjects of the curriculum.
- The standards of pupils' learning in Year 2 have risen steadily since the last inspection and in 2012 were above average in reading and writing and average in mathematics. The strong focus given to regular reading sessions means that pupils' reading skills are now above average in both Year 1 and Year 2.
- The standards pupils reach by the time they leave in Year 6 have improved since the last inspection and in 2012 were above average in reading and writing and average in mathematics. Given the below expected starting points of many of these pupils, this represents outstanding progress in reading and writing and good progress in mathematics.
- Pupils make good rather than outstanding progress in mathematics because they do not have enough opportunities to practise and extend their mathematical skills through problem solving lessons. Furthermore, not enough time is provided for them to use and put into practice their mathematical skills within other subjects of the curriculum.
- Pupils clearly enjoy their lessons, particularly when they are given the opportunity to express their ideas. For example, pupils in the Years 1 and 2 class were spellbound as they discussed, with two local police officers, the possible causes of the 'crime scene' which had been discovered in the playground.
- Pupils eligible for the pupil premium and those with special educational needs do as well as other pupils because of the excellent support they receive in lessons and the equal opportunities and encouragement they are given to achieve well.
- Parents are very pleased with the progress their children make and particularly with the support provided for their children's well-being.

### The quality of teaching is good

- Good and at times outstanding teaching contributes well to pupils' good achievement. This view is supported by most of the parents who completed the parents' and the school's own survey.
- In all the lessons observed, teachers set high expectations of work and behaviour which pupils fully embraced and the respect and care between pupils and adults was outstanding. In the best lessons, all adults make sure they get the most out of pupils by providing them with challenging activities and plenty of opportunities to practise and extend their reading and writing skills.
- A good example of this was observed in a history lesson in the Year 4 class when pupils, studying a topic on Egypt, investigated what archaeologists had discovered. They confidently explored the evidence, shared their ideas and wrote up their findings within a group, commenting positively on each other's thoughts and ideas.
- Teaching is less strong in mathematics because pupils do not have enough opportunities to practise and extend their mathematical skills within subjects of the curriculum other than mathematics or to use these skills in problem solving activities.
- Marking and regular homework are used well to help pupils to improve their work. Where teaching is at its best, time is provided for pupils to review their own work and to follow up on teachers' comments.
- Teachers make a strong contribution to the excellent provision for spiritual, moral, social and

cultural development. High quality teaching of art, music and sport for example, give pupils an excellent range of experiences and skills which prepare them well for their future lives.

- The teaching of the pupils eligible for pupil premium funding is managed well, with well-planned and exciting equipment such as computer programmes and good use of specialist support staff. This ensures all these pupils achieve well.
- The teaching of those pupils with special educational needs is good because all adults, and particularly the skilled teaching assistants, ensure they receive appropriate help specific to their needs. As a result, all pupils have equal opportunities and any potential discrimination is tackled well.

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

- The school is calm and harmonious and pupils fully understand the importance of good behaviour. Consequently, their behaviour is typically outstanding both in classrooms and around the school. Parents fully agree with this view.
- Pupils have very positive attitudes to learning. They are very keen to say how much they enjoy school and this is reflected in their above-average attendance. School records show that behaviour is typically very good in classes, around the school and over time.
- Pupils' real enjoyment of school contributes well to their good achievement. They feel strongly that this is their school and they enthusiastically welcome the numerous responsibilities given to them, such as being school councillors or 'bully busters'. Such roles enable them to learn to act responsibly and to support each other very well.
- Pupils are well-mannered and very happy to conform to the school rules because they themselves have helped to put them in place. Praise and reward assemblies provide them with excellent opportunities to give and receive praise.
- Systems for recording and for following up any incidents of misbehaviour, if they were to occur, are consistent and secure. Strong links with other educational partners ensure all pupils are given the right support and guidance.
- Pupils say they feel very safe in school and understand how to keep safe. A worry box and friendship flowers are two of the many ways they have of sharing and reflecting on their own and on the feelings of others. They say teachers and support staff have helped them to understand how to take care on the road or when using the internet.
- Pupils treat each other fairly and with great respect. They have an excellent understanding of the different types of bullying and say staff dealt very swiftly and effectively with the few incidents which occurred in the past.
- In the Early Years Foundation Stage, children share equipment well and happily take turns. Strong links with parents and opportunities such as the stay and share sessions strengthen these partnerships and children's confidence and enjoyment of school very well.

## **The leadership and management** are good

- Staff say strong leadership and teamwork are at the heart of school improvements. This, accompanied by a close partnership with the local authority, has ensured that the quality of teaching and of pupils' achievement has improved rapidly since the last inspection. Leadership and management responsibilities for each subject of the curriculum are shared well in this small school. However, the new strategy of governors and subject leaders to link up and work together on checking pupils' achievements is not yet having an impact on the quality of teaching and learning. The headteacher and governors work closely with all staff and identify actions that will improve the school further. Staff say that they are highly valued by leaders and that the training they receive helps them to improve their own and pupils' performance.

- A wide range of additional activities is available in school. Music, sports and art are particular strengths. This range of activities makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
- Pupils regularly come together in assemblies for prayer and reflection. The joyous nature of the singing heard in the school assembly is testament to their happiness in school.
- Parents say they are well informed about the work of the school through regular newsletters and opportunities to speak to staff about any concerns they may have.
- Strong partnerships which exist within the local network of schools provide opportunities for staff to share their expertise and learn from each other.
- **The governance of the school:**
  - Is actively involved in the process for checking the quality of all teachers' performance, holding all staff to account for how well pupils are learning, setting clear targets for improvement and rewarding good teachers
  - Governors ensures that safeguarding procedures meet statutory requirements, and members of the governing body carry out regular checks to make sure that pupils are kept safe
  - Governors use the extra pupil premium money well to buy resources and to employ support staff to work with pupils who are at risk of falling behind in their learning. This spending is reviewed regularly and the impact on pupils' achievement is measured each term.

## 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>	111294
<b>Local authority</b>	Halton
<b>Inspection number</b>	405328

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Holt
<b>Headteacher</b>	Marianne Mowatt
<b>Date of previous school inspection</b>	23 February 2011
<b>Telephone number</b>	0151 425 3023
<b>Fax number</b>	0151 425 4057
<b>Email address</b>	head.hale@halton.gov.uk



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