

# Garston Church of England Primary School

Holman Road, Liverpool, Merseyside, L19 5NS

## Inspection dates

19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
<hr/>			
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.

- In the large majority of lessons teaching is good and some is outstanding. As a result, almost all pupils make good progress throughout the school, particularly in reading and mathematics.
- Pupils are polite and courteous and are extremely well cared for.
- The behaviour of pupils is good and they are keen to learn.
- Every pupil is equally valued. Pupils say they feel safe and are well looked after. This view is supported by the vast majority of parents.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that they enjoy school. This contributes well to their good spiritual, moral, social and cultural development.
- The reading programme has developed pupils' reading skills well.
- Senior leaders and the governing body have a clear view of how successful the school can be and what needs to be done to improve it further. They have been effective in improving teaching and raising pupil achievement since the previous inspection, particularly in reading and mathematics.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and a small amount requires improvement in order to be good.
- Pupils make less progress in writing than they do in reading and mathematics. They are not given enough opportunities to develop their writing skills, or to improve the presentation of their work.
- Teachers do not always plan activities well enough and marking does not always clearly tell pupils how they can improve.
- Attendance is below the national average.

## Information about this inspection

- Seven lessons were observed, taught by seven teachers. Three lessons were observed jointly with members of the senior leadership team.
- Meetings were held with pupils, staff and two members of the governing body. The inspector also held meetings with a headteacher from the federation and a representative of the local authority.
- The inspector looked closely at the school's work, including documents relating to behaviour and safeguarding, the school's analysis of how well it is doing and its improvement plan, the school's data on pupils' progress and pupils' work.
- There were seven responses to the on-line questionnaire (Parent View) but this is not enough for results to be published. However, the inspector took account of the 35 responses to the parents' questionnaire carried out by the school in March 2013.

## Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Garston Church of England Primary School is much smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is well above the national average. The pupil premium is the additional funding provided for children in local authority care, known to be eligible for free school meals and the children of forces' families.
- The proportion of pupils from minority ethnic backgrounds is below the national average.
- The proportion of students who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of those supported through school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils that leave or join the school at times other than the start of the Reception year is well above the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school uses Liverpool City Council's Pupil Referral Unit and Social Inclusion Centre to provide alternative provision for some pupils.
- In September 2012 the school became federated with another local Church of England primary school.
- The school accommodates a pre-school nursery and after-school provision that are not managed by the governing body and were not part of this inspection.

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

- Make sure that all teaching is good and a greater proportion is outstanding in order to further raise pupils' achievement in English and mathematics, by setting tasks and activities that are pitched at the right level and ensuring marking of pupils' work provides clear, specific information about what they need to do to improve.
- Improve achievement in writing by creating more writing opportunities across all subjects, enabling pupils to develop their skills more quickly and especially through improving the presentation of their work.
- Use all available sanctions in order to raise attendance to at least the national average.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the Early Years Foundation Stage with skills and abilities that are below those that are typically expected for their age. This is well below typical levels for some children, especially in their personal and social development, and communication, language and literacy. Effective planning ensures that activities and tasks are set that enables them to make good progress in all areas of learning. By the end of the Reception year the vast majority of children have developed skills that are broadly in line with those that are typically expected for their age across all areas of learning.
- At Key Stage 1 in 2012, results show that pupils' attainment in reading and mathematics declined to below national averages following a rise in 2011. Attainment in writing remained well below national averages. However, effective strategies such as the reading programme have begun to further develop pupils' basic skills. Consequently, pupils' speaking, listening and numeracy skills are improving. Current school information shows that pupils are making good progress in reading and mathematics, although progress in the development of pupils' writing skills is not so strong.
- At Key Stage 2, pupils continue to make good progress in English and mathematics. In 2012, the proportion of pupils making expected progress in English was broadly in line with national averages and slightly above in mathematics. The proportions of pupils making more than expected progress in English and mathematics were higher than is usually seen.
- Since the previous inspection the school has introduced effective strategies to develop pupils' basic skills in mathematics and as such, attainment in mathematics has improved.
- However, pupils are not given sufficient opportunities to develop their writing skills, or to improve the presentation of their written work. As a result, pupils' progress in developing their writing skills is not as rapid as elsewhere.
- Current school data shows that the gaps between those pupils supported by the pupil premium funding and others are closing. In 2012, the average point score for pupils eligible for free school meals was above the national figure in mathematics. In English it was higher in reading but lower in writing. The funding is used effectively to provide additional teaching resources and small group work to support the development of literacy and numeracy skills.
- Disabled pupils and those who have special educational needs, those eligible for pupil premium funding, those from ethnic minority backgrounds and those who speak English as an additional language all achieve well. This is because they are skilfully supported and work in lessons generally meets their specific needs well.
- The few pupils who sometimes continue their learning at places away from school receive good support and achieve well.
- Lesson observations, hearing pupils read and inspector's checking of pupils' work confirm that currently pupils are making good progress, particularly in reading and mathematics. Parents are accurate in their positive views that their children are receiving a good education.

### The quality of teaching

**is good**

- In the best lessons, where sometimes outstanding teaching was seen, teaching is very well organised and planned, and resources are used that carefully match the needs of individual and groups of pupils well. Learning takes place at a good rate with timed activities keeping pupils focused on their work.
- In a few lessons learning is too slow because teachers do not set tasks and activities at the right level, so some are too hard and some too easy.
- Pupils say they are well taught and enjoy their lessons. The good relationships between pupils and teachers and between pupils themselves promote positive attitudes to learning. This enables pupils to work well together or to get on sensibly with their work by themselves.

- The whole-school reading programme is very effective and is helping to develop pupils' literacy skills. Pupils read a wide range of fiction and non-fiction books, which support learning across a range of subjects and topics. They make good use of their phonic skills (linking letters to the sounds that they make) to help them read difficult words. Phonic sessions are well organised with tasks that skilfully match pupils' needs.
- Teaching contributes well to pupils' spiritual, moral, social and cultural development through activities such as school assemblies and singing. For example, during an assembly, pupils were asked to reflect on moral and social issues and think about how they could help others.
- Pupils' work is regularly marked with the majority of written comments using praise to encourage. However, teachers do not always provide pupils with clear written comments on what they need to do to improve. This means chances to take learning even further forward are missed.
- Teaching assistants are used well and make a significant contribution to pupils' learning, particularly for those pupils who need extra help. This enables them to make progress that is at least consistent with and sometimes better than all other pupils.

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

- The vast majority of pupils are well behaved in lessons and around the school. They are polite, well-mannered and courteous towards each other and to adults and visitors.
- Pupils say they feel safe because they are well cared for by teachers and other adults. They have a clear understanding of the different forms of bullying and say that bullying is rare. When any instances of bullying do occur they are quickly resolved. Pupils also learn about keeping themselves safe. For example, they learn about 'stranger danger' and how to use the internet safely, safety in the home, and when walking to the swimming pool to learn how to swim, they learn about road safety.
- Pupils' attitudes to learning are good. Pupils say they enjoy their lessons and are taught and learn well.
- The responses to the parental questionnaire carried out by the school are very positive. The vast majority of parents agree that pupils behave well in school that their children are well-cared for, are not bullied and feel safe at school.
- The school provides opportunities for pupils to develop as responsible individuals. For example, prefects help supervise corridors and stairs during morning and afternoon breaks, 'young leaders' help with activities at playtime and older pupils help younger pupils with their reading.
- The school's Christian ethos and school assemblies contribute well to pupils' spiritual, moral, social and cultural development. Pupils work hard to help others by raising money for charities, such as Red Nose Day and to provide a lunch for those who are alone at Christmas.
- Attendance is gradually improving although it is still below the national average. The school is continuing to implement largely effective strategies to further reduce the number of persistent absences. However, they do not use the ultimate sanction available through the courts for families who persist in keeping their children off school.

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

- The headteacher, senior leaders and the governing body know the school well. They have accurately identified the strengths of the school and know what the school needs to do to improve further. There is a clear focus on further improving the quality of teaching.
- The school has recently become federated with another local Church of England primary school. This is in its early stages and the newly formed federated governing body are developing plans for both federated schools.
- The school's systems for regular observations of lessons to monitoring the quality of teaching are good and provide teachers with accurate feedback on their performance. This information is

used well to plan how best to support and encourage further training opportunities for staff and to advise the governing body about teachers' pay awards.

- The school's systems for checking pupils' progress are good. Pupils at risk of falling behind in their learning are quickly identified and additional support is provided. This shows the school's commitment to offering equal opportunity for all its pupils.
- The curriculum is well planned so that it meets pupils' interests well. The school provides a variety of activities to enrich pupils' experiences, such as the trip to Chester Zoo as part of their topic work, and to the Philharmonic Hall to learn about instruments and music.
- The school offers alternative provision for some pupils to provide appropriate support that enables them to be successful. In partnership with the local authority, the school takes all reasonable steps to see that pupils have good attendance, behave well, are safe and work hard to make sure that they learn well. This supports the school's aim of providing opportunities for learning and success for all pupils.
- The school has benefited from very effective and valuable support from the local authority to raise achievement in English and mathematics and to improve the quality of teaching and learning.

■ **The governance of the school:**

- The governing body knows the school well. They know its strengths and have an accurate understanding of what needs to be done to improve the school further. They give due attention to performance management to set appropriate and challenging targets. They understand the connection between the quality of work that staff do and the arrangements for pay progression. The governing body has a good knowledge of the school's finances. This includes being aware of pupil premium spending, to provide additional resources and opportunities for small group work to develop the basic skills of pupils who are at risk of falling behind. Safeguarding policies and procedures meet the statutory requirements.

## 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>	104620
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	400727

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	F Pennie
<b>Headteacher</b>	R Widdowson
<b>Date of previous school inspection</b>	30 June 2010
<b>Telephone number</b>	0151 4277517
<b>Fax number</b>	0151 4942078
<b>Email address</b>	garston-ao@garstoncofe.liverpool.sch.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

