

# St Andrew's Maghull Church of England Primary School

Deyes Lane, Maghull, Liverpool, Merseyside, L31 6DE

**Inspection dates** 25–26 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Staff take very good care of all pupils. There are strong, supportive relationships which help pupils to thrive.
- Children in the Early Years Foundation Stage get off to a good start and make good progress from their starting points.
- Pupils generally achieve well in reading, writing and mathematics, making good and increasingly excellent progress from their starting points.
- Current leaders, including governors, are working effectively to sustain improvements. They are very clear about the direction the school must take to improve further.
- Teaching is mainly good throughout the school and sometimes outstanding. This is leading to pupils making faster progress than previously and their attainment is rising.
- The headteacher is leading the school very effectively and has been highly instrumental in ensuring the rapid improvement in the school since the previous inspection.
- Parents and carers agree that the school is improving well. They are highly positive about the support their children receive.
- Pupils' positive attitudes and their good behaviour make a strong contribution to their learning.

### It is not yet an outstanding school because

- Pupils' progress in mathematics and writing is not uniformly good in all year groups.
- While improving significantly across the school, not all teaching is good and outstanding. It is not leading to all pupils in all year groups making good progress.
- Pupils' progress in writing lags behind that in reading. The gap between their achievement in reading and writing is too wide.
- In some lessons activities are too easy, particularly for the more-able.
- Less attention is given in some lessons to the development of pupils' independent skills, which means that some pupils are not always actively engaged in their learning for the whole lesson.

## Information about this inspection

- Inspectors held meetings with staff and senior leaders, a group of pupils and a representative of the local authority. In addition, a meeting was held with members of the Interim Executive Board (IEB) and members of the shadowing governing body who will take back responsibility for the governance of the school in September 2013.
- Inspectors observed the school's work and looked at a range of evidence including: the school improvement plan; the tracking of pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspectors observed teaching and learning in 18 lessons and listened to pupils read. In addition, they observed an assembly, observed small group sessions, observed break and lunch times and conducted some shorter visits to lessons.
- The inspectors met some parents and carers informally at the start of the school day and took account of the responses from 28 parents and carers to the online questionnaire (Parent View).

## Inspection team

Steve Isherwood

Her Majesty's Inspector

Sue Barkway

Additional Inspector

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children looked after by the local authority, pupils known to be eligible for free school meals, and from armed service families is below average.
- The proportion of pupils identified with special educational needs through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The vast majority of pupils are White British, with a very small number from minority ethnic backgrounds.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- When the school was previously inspected in April 2012, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently visited the school on two occasions to monitor its progress.

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

- Accelerate pupils' progress in writing and mathematics in all year groups by:
  - ensuring that teaching is always good and more is outstanding
  - making sure that all teachers use assessment information consistently to plan work that is closely matched to pupils' needs, particularly for the more-able
  - closing the gap between pupils' progress in reading and writing
  - ensuring that all lessons are taught at a brisk pace so that all pupils are actively engaged throughout the whole lesson.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and abilities broadly typical for their age. They settle quickly, are well taught and make good progress in all areas of learning. Increasingly, they enter Year 1 with skills and abilities above those typically found for children of their age.
- Although attainment is currently low at the end of Year 2, particularly in writing, scrutiny of pupils' current work and progress data indicates strongly that increasing numbers of pupils in Years 1 and 2 are catching up and making significantly better progress than before. This is because of rapid improvements to teaching and increased expectations by teachers of the progress pupils should make. A notable success is that the school's own data for 2013 points to approximately 80% of pupils in Year 2 achieving the expected Level 2B and above in mathematics and around 76% in reading. Both these figures compare favourably with the national average.
- The progress of pupils in Years 1 to 6 is rapidly accelerating, although pupils do better in reading than writing. The gap between their progress in reading and writing although reducing, is too wide. The attainment of Year 6 pupils who left the school in 2012 was significantly above the national average in all subjects, particularly in English. This reflects the improvements to provision and the school's drive to raise standards. Currently, the proportion of pupils making expected progress in English and mathematics is 98%, which is above the national average.
- The progress of pupils in mathematics and writing is not uniformly good in all year groups. This is because of inconsistencies in provision and variability in how assessment information is used to plan work for pupils of different ability.
- Disabled pupils and those with special educational needs are identified early and their progress is monitored very closely. They are very well supported by skilled staff and targeted interventions. This enables them to make good progress from their own starting points.
- In reading, attainment is broadly average at the end of Year 2 but rising rapidly. At the end of Year 6 attainment is high. This is because the school has done a great deal to raise the profile of reading. As a consequence pupils are increasingly fluent in their reading as they move through the school. They talk knowledgeably about the content of their reading books and show confidence in building words and blending sounds together.
- The achievement of pupils eligible for the pupil premium is accelerating as the school has improved. The gap between their performance and other pupils in the school is closing rapidly. Currently, these pupils are approximately two terms behind their peers.

### The quality of teaching is good

- Most of the teaching is now good and some is outstanding. The proportion of good and better lessons is increasing but needs to improve further to strengthen pupils' progress in all year groups, particularly in mathematics and writing.
- Teachers have an increased understanding of what constitutes effective learning and are more aware of their impact on pupils' progress. Opportunities for staff to help and support each other are gathering pace as the outstanding practice within the school, most noticeably in Year 6, is being dispersed.
- Where teaching is most effective, teachers plan enjoyable, interesting and practical activities that build well on pupils' prior knowledge. Tasks are challenging and pupils are made to think and make decisions about how they learn with carefully crafted activities that promote high levels of discussion and independence.
- Where lessons sparkle, pupils are enthused by the task in hand and learning is fun. For example, the atmosphere buzzed with excitement as pupils in Year 6 made excellent progress in their understanding of the key features of persuasive writing by discussing what makes a good pitch and the powers of persuasion required by entrepreneurs on the television programme *The*

*Apprentice*. With skilful prompting from class teachers and support staff pupils were able to pinpoint for themselves the skills that a project manager would need to persuade people, such as the ability to be organised, confident, and pushy.

- Although these features were seen in many lessons, they are not consistently practised in all. Where teaching is less effective, not enough is expected from pupils and tasks lack pace and challenge, particularly for the more-able. In addition, in some activities teachers control too tightly what pupils do, which limits pupils' ability to be actively engaged in their learning throughout the whole lesson.

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

- Pupils' typically good behaviour and positive attitudes make a strong contribution to their learning. They feel very safe in school and understand what constitutes an unsafe situation. Parents and carers agree.
- A key feature of the school is the quality of relationships and the strong supportive ethos that prevails. This means that pupils are confident to show initiative and are keen to take on extra responsibilities such as helping in assembly, being a playground pal or becoming a 'numicon ninja' to support younger pupils in their learning in Year 2.
- When asked to express their views on the school it was very difficult for pupils to think of any improvements they would like to see. There was strong praise for how their lessons are rapidly improving overtime. As one child commented, 'Lessons have gone from normal to exciting.' 'More of what we want.' said another. Others expressed the opinion that the introduction of mathematics and thinking skills had 'made maths more interesting and we can now push ourselves further'.
- Pupils show a good understanding of the various forms that bullying may take, including cyber-bullying and bullying as a result of prejudice. Instances of bullying are rare and when they do occur pupils know who to speak to so it is dealt with quickly and effectively. As one child commented, 'If we have any problems, teachers sort it.'
- Staff have improved the way in which they manage pupils' behaviour so that pupils think the system is much fairer. They appreciate the rewards and incentives for good conduct and manners and understand the consequences should they falter.
- The reason why pupils' behaviour is not outstanding is because pupils are not always provided with enough opportunities to take responsibility and work independently in every class.

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

- Pivotal to the school's journey out of special measures and back on track is the highly effective work of the headteacher, who has successfully orchestrated a remarkable recovery in the school's fortunes. With the good support from staff and senior colleagues, including members of the IEB, much has been accomplished to turn things around and tackle the substantial weaknesses in the school that were identified at the previous inspection.
- Senior leaders have rightly focused the work of the school on the need to raise pupils' attainment and improve the quality of their learning. Decisive action has been taken, all groups of pupils are now making much better progress than previously and their attainment is rising quickly in reading, writing and mathematics. This clearly demonstrates the school's commitment to equality and in tackling discrimination.
- The school has used its small allocation of funding for pupil premium wisely by investing in small group work and planned interventions. These activities are having a very positive effect on narrowing the gap between the performance of these pupils and their peers, and in raising their confidence and self-esteem.
- Systems to check on the quality of teaching and the performance management of staff have been tightened in line with the new Teachers' Standards and pupils' progress. Senior leaders check teaching regularly and take actions to follow up on areas for improvement. Their

judgements on the quality of teaching are accurate. However, further fine-tuning is required in how senior leaders make judgements of the achievement of pupils and groups in lessons and in pinpointing with precision the impact of teaching on pupils' progress.

- The curriculum has strengths in the promotion of pupils' spiritual, moral and social development through a wide range of visits and visitors into school. All pupils try to live up to the school motto which is well known: 'Stand up for what is right even when you are standing alone.' Cultural development is promoted through studies into different religions and cultures. Plans are in the pipeline to link up with schools in vastly different circumstances serving multicultural communities and representing different religions. The curriculum is less strong in the areas where some pupils are not challenged enough and insufficient attention is given to the development of their independent skills.
- Rigorous checks are made on all staff and visitors so that pupils are kept safe and free from harm. Statutory responsibilities to safeguard and protect pupils meet requirements.
- The school's leaders and members of the IEB have benefitted from the effective support and guidance provided by the local authority. The impact of this work can be seen in the school's impressive recovery, most noticeably in the improvements to the quality of teaching, the achievement of pupils and in the much improved impact of middle leaders.
- Parents and carers are fulsome in their praise for the recent improvements in the school. When asked to express their opinions with inspectors their views were very positive. Typically they commented: 'We are more aware of what goes on now.', 'We know how well our children are doing now and what level they are on.' and 'We feel more involved now so we can help our children better.'
- Considering the school's recovery from causing concern in 2012 to a good school in 2013, senior leaders and governors are well placed to sustain this improvement.
- **The governance of the school:**
  - The IEB have played a significant role in getting the school back on track. In their tenure they have brought a real sense of urgency to improving the school. Their actions over the last year have demonstrated a clear understanding of the school's most pressing priorities and a resolve to challenge senior leaders and hold them to account. As a group they have strengthened governance considerably and have impacted effectively on improving the school since the school was placed in special measures in 2012. They have a clear understanding of where further improvements can be made. They know what is being done to improve the school further and are looking ahead and taking all appropriate measures to prepare the new governing body to take over the governance of the school in September 2013.

## 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>	104895
<b>Local authority</b>	Sefton
<b>Inspection number</b>	410717

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Parry
<b>Headteacher</b>	Sue Kerwin
<b>Date of previous school inspection</b>	19 April 2012
<b>Telephone number</b>	0151 5261378
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