

# Huyton-with-Roby CofE Primary School

Rupert Road, Huyton, Liverpool, Merseyside, L36 9TF

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

- From their individual starting points, pupils make only expected rather than good progress overall, and standards in reading, writing and mathematics are not showing enough improvement since the previous inspection.
- The quality of teaching is too variable and not enough is good or better. Pupils, especially the more able, are not sufficiently challenged by their work. Marking does not provide clear enough guidance for improvement and teachers do not always expect enough of some pupils regarding their attentiveness and work-rate in lessons.
- Leaders and managers, including governors, do not check the impact of teaching or the effectiveness of improvement planning rigorously enough. There is lack of clarity in planning about how pupils will benefit from the actions taken. The checking of teachers' performance in the classroom does not focus strongly enough on what and how well pupils learn.

### The school has the following strengths

- Children are given a good start in the Early Years Foundation Stage.
- Pupils' behaviour is good. They feel safe and enjoy school.
- The pastoral care provided for pupils is very good.
- Parents are very supportive of the school.
- Leaders have worked diligently since the previous inspection to establish new ways of working that will help the school to continue to improve.

## Information about this inspection

- Inspectors observed 22 lessons and parts of lessons, one of which was a joint observation with the headteacher.
- Meetings were held with senior leaders, members of the governing body, groups of pupils and a representative from the local authority.
- Also taken into account were the views of 31 parents who responded to the online questionnaire (Parent View).
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's own assessments; the school's view about its work; minutes of governing body meetings; curriculum information; safeguarding documents and samples of pupils' work.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Patricia Cope

Additional Inspector

Sharon Bruton

Additional Inspector

## Full report

### Information about this school

- Most pupils are White British in this larger than average-sized primary school.
- The proportion of pupils whose learning is supported by school action is broadly average.
- An average proportion of pupils is supported by school action plus or has a statement of special educational needs.
- The proportion of pupils known to be eligible for pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast club but after-school care is the responsibility of an outside provider and is inspected separately.
- Since the previous inspection, a new headteacher has been appointed and there have been considerable changes in the teaching staff.

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

- Improve the quality and effectiveness of teaching so that it is always good or better, in order to accelerate pupils' progress and raise standards in reading, writing and mathematics, by ensuring that:
  - pupils' work is always matched well to their needs and abilities and particularly challenges the more able pupils
  - teachers' marking gives pupils regular and clear guidance about how to improve their work in all subjects and that marking is followed up so that it has the desired impact
  - teachers raise their expectations regarding some pupils' behaviour and attentiveness in lessons and of the amount of work they do.
- Improve the effectiveness of leadership and management, including governance by:
  - checking more thoroughly on the impact that teaching has on pupils' learning and progress and quickly following up any inconsistencies
  - making those senior leaders more accountable for driving improvement and raising standards, especially in improving the quality of teaching
  - giving clearer indication in improvement planning as to how actions taken will improve pupils' learning and achievement and check on their progress to make sure that the plans work effectively.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' achievement requires improvement because the quality of teaching is not consistently good so the rate of pupils' progress is not fast enough. Between Years 1 and 6, not enough pupils make progress at a better rate than that expected nationally.
- Children get off to a good start in the Early Years Foundation Stage. From starting points that are below typical expectations when they enter the Nursery class, most children make good progress to reach levels that are broadly in line with expectations by the end of the Reception Year. Nevertheless, despite some good work seen, particularly in the use of the outdoor area to extend children's learning, there is not always enough focus on making sure more-able children are challenged to their limits, especially in the development of their reading and writing skills.
- In the past, progress in Years 1 and 2 has been slow. Although the school's assessments show some improvement in standards in the current Year 2, since the last inspection standards have remained broadly average. Not enough pupils reach the higher Level 3 in reading, writing or mathematics. Slight headway has been made towards improving standards in phonics (letters and the sounds that they make) in Year 1. Even so, data from recent testing shows that there are still too few pupils reaching the expected standard.
- Over the past three years, standards at the end of Year 6 in English and mathematics have been variable but no better than broadly average. In Year 6 in 2011, an unusually high proportion of pupils with additional needs, including behavioural and emotional needs, contributed to below average standards. That picture was reversed in 2012, when standards returned to broadly average. Commendably in 2012, a very small number of pupils achieved the highest possible Level 6 in mathematics. Nevertheless, too few more-able pupils reached the standards that were predicted for them.
- The school's current assessment data and inspection evidence indicates that standards in Year 6 this year are likely to remain similar to past performance. Between Years 3 and 6, most pupils make expected rather than good progress.
- There is good work in art and design technology, as well as some well-presented science investigations in Year 6. Pupils are now developing their writing skills at a better rate, resulting from better opportunities to practise their skills in other subjects, particularly between Years 3 and 6. Opportunities to develop pupils' mathematical skills through investigation are more patchy.
- Pupils make steady progress in reading and achieve expected standards by the end of Year 6. In Year 2, they read regularly and enjoy talking about the books they like. Some still need help to break words down so they can be read more easily, but most read fluently and make sense of what they read. Year 6 pupils are enthusiastic about books. Many select books from a public library as well as from school. They are clear about the kinds of books they like and their favourite authors. They use expression well and have reasonable understanding about what they read.
- Disabled pupils and those with special educational needs have their learning support carefully planned for them. Some well-chosen schemes to help pupils catch up are taught skilfully in small group work. In one such group, there was good challenge in the number work that they did and good opportunities for pupils to think about what they had learned. In classes, however, those pupils are not as well catered for because their work is not as well matched to their needs.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals currently do not achieve as well as others in the school at the end of Year 6. Additional teaching and resources are not yet showing full impact. Although gaps are closing slowly, the school's assessments show that, in terms of achievement over time, the group is approximately two terms behind others in the school in English and mathematics and a little below similar pupils nationally.

**The quality of teaching requires improvement**

- Although there is some good teaching in the school, too much requires improvement for teaching to be judged good overall. Over time, teaching has not led to good progress and improved standards.
- Where teaching is good, little time is wasted in getting pupils down to work. Teachers make clear what pupils are to learn so they know what is expected of them. Explanations are brief leaving ample time for learning activity. A good example was a Year 6 lesson that involved groups of pupils well in a number investigation. Expectations were high and pupils enjoyed the challenge, as well as the opportunity to work independently.
- Such good practice is not evident in all lessons. Teachers do not sufficiently match work to pupils' varying needs and abilities, especially for more-able pupils. In a mathematics lesson, for example, more-able pupils had to complete work similar to other groups first rather than trying independently at the harder work that was planned. In English lessons, more-able pupils are required to listen to others' instructions unnecessarily instead of making an earlier start on their writing and working independently.
- There is some effective teaching in the Nursery and Reception classes, particularly in the use of the outside area, where children's personal and social skills are developed well. Staff do well to move children on from their lower than expected starting points in most areas of learning but do not always seize opportunities to challenge the more advance children especially in writing.
- The teaching of reading enables pupils to make better progress in Year 2 and pupils make steady progress in reading thereafter. However, pupils' skills in understanding letters and sounds are slower to develop at an earlier age. Teachers provide too little challenge for those who could learn faster. Consequently, a below average proportion of pupils reach the expected standard in Year 1 and have more ground to make up in Year 2.
- Teachers' expectations regarding some pupils' behaviour and attentiveness in lessons and of the amount of work they do are not always high enough. Relationships are generally good and teachers and pupils get on well, but a small amount of inattentiveness and time-wasting in some classes is not always picked up as quickly as it should be by teachers.
- In most lessons, teachers make good use of electronic whiteboards to make explanations clearer and help pupils to focus their attention.
- Teachers mark pupils' work regularly. The best marking, often in literacy books, consistently gives pupils advice on how to improve their writing. The quality of marking across classes and different subjects is too variable, however. Sometimes pupils are praised for mediocre work rather than be challenged to do better. It is not always made clear to pupils how they can improve and marking is not always followed up by teachers to make sure that mistakes are rectified.
- Teaching assistants are well trained and skilled at supporting groups of pupils. They make a valuable contribution to pupils' learning and deal sensitively with pupils who have particular individual needs.

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

- Pupils behave well in school. They enjoy their lessons and are keen to do well. Sometimes such as during school assemblies, or in lessons where they are fully occupied by their activities, behaviour and attitudes are exemplary. They are polite and well mannered and show respect for adults.
- Relationships between pupils are good. Pupils enjoy play times. They say that there is no bullying and that any name-calling is very rare. Some take on caring roles as 'bully busters' to help to keep the playground safe. Pupils are mindful of each other and respect others' differences. The strong Christian character of the school ensures that pupils understand what is right and wrong.
- The school provides strong support for pupils with specific behavioural needs. Behaviour is

managed consistently well and has improved for those who receive support. Very few incidents have been recorded over the past two years.

- Pupils feel safe in school. They are aware of all the ways in which bullying can occur, including cyber-bullying and offensive name-calling and know how to avoid potential risks outside school. They have trusting relationships with the adults who work in school and know that they are cared for very well.
- Parents overwhelmingly agree with their children's view about the level of care in school. They also appreciate the additional care provided by the breakfast club, which has a positive effect on pupils' punctuality. Attendance is in line with the national average and the school's work with parents and families has had a positive impact in that area.
- The school council is becoming increasingly active in giving pupils a say in school matters. Pupils contribute well to the positive ethos and smooth day-to-day running of the school. They are confident about their own achievements and about moving on to the next stages of their education.

### The leadership and management

### requires improvement

- The headteacher has led a cultural change in the school since her appointment following the previous inspection. Leaders have worked diligently to establish different ways of working that will help to move the school forward more quickly.
- The restructuring of the senior leadership, changes in teaching staff and new appointments have taken place but changes have taken time to embed because not all staff responded quickly to new systems and ways of working. This has resulted in a slower improvement than leaders had planned. Nevertheless, the impact is now beginning to be seen, for example, in the greater confidence that all staff now have in the school's leadership and a common will and determination to improve the school.
- The school is improving and the school's leaders show their ability to carry on making improvements as new planning and systems begin to show results in the Early Years Foundation Stage, in pupils' behaviour and in improving standards.
- A substantial amount of training has been provided by the school with a view to improving teaching and leadership skills. Some of this is recent and on-going, so the full impact is not yet seen. The local authority checks on the school's effectiveness and sees it currently as a school that requires improvement.
- Systems for managing teachers' performance are in place and all senior leaders have a role in checking teaching quality and pupils' work. The checks are regularly undertaken by leaders but they are not incisive enough. They record what teachers do but not what or how well pupils learn, so the effectiveness of teachers' performance is not fully clear. Inconsistencies in the quality of teaching are not dealt with robustly enough because accountability for driving improvement is not yet sufficiently expected of all leaders.
- All teachers are aware of the Teachers' Standards that underpin expectations and know how they are accountable for progress pupils make throughout the school. Newly qualified teachers are successfully introduced to the school's way of working. Teachers, including those with leading roles, also understand how performance is clearly linked to increases in salary.
- The school is committed to providing equality of opportunity and discrimination is not tolerated. Even so, some variances in the achievements of pupils, while narrowing, still remain.
- The curriculum provides for pupils' spiritual, moral, social and cultural development well. There are good opportunities through clubs and visits, including residential experiences, to broaden pupils' horizons. It provides adequately for pupils' learning needs but planned challenges for more-able pupils, including those who are gifted and talented, are not sufficiently embedded.
- **The governance of the school:**
  - Governors are very committed to supporting pupils' learning, as well as preserving the character of the school and its work within the community. Plans are already in place for governors to work more closely with school staff. Training undertaken by governors has left

them strongly placed to compare the school's results with those nationally and to challenge school leaders where necessary. Finances are managed well, including the use of the pupil premium funding to help the school work towards bringing equality of opportunity for all groups of pupils. Governors have access to information about teachers' performance and how this affects salary costs. Governors contribute to the process of planning for improvement but do not help to identify in advance, with school leaders, what the impact of actions might have on pupils' learning. As a result, they do not have a clear enough measure to use when checking the school's progress or to holding leaders fully to account.

## 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>	104451
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	412970

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Stanley
<b>Headteacher</b>	Jill Stratford
<b>Date of previous school inspection</b>	1 July 2010
<b>Telephone number</b>	0151 477 8460
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