

Gwladys Street Primary and Nursery School

Walton Lane, Liverpool, Merseyside, L4 5RW

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils are now making good progress throughout the school.
- Most children start school with skills and abilities that are well-below those typically expected for their age. They have a good start to their education and make good progress in the Early Years Foundation Stage.
- Between Year 1 and 6, pupils achieve well and reach broadly average standards in English and mathematics by the time they leave Year 6. This represents good achievement from their lower starting points.
- Teaching is good. Teachers are enthusiastic and ensure that all pupils are inspired to learn through exciting lessons.
- Pupils behave well, have good attitudes to learning and are keen to do well. Pupils say that they feel safe and are well cared for and parents agree.
- Leaders and managers have successfully improved the school since the previous inspection. They have put in place effective systems to check and improve the quality of teaching and learning. As a result the quality of teaching is now good, pupils are making faster progress and standards are rising quickly.
- School leaders, including governors, have created a strong team approach with all staff and the local community fully committed to supporting recent initiatives to ensure the school's performance is good.
- Pupils' spiritual, moral, social and cultural development is good.

It is not yet an outstanding school because

- A small minority of teaching requires improvement and there is not yet enough which is outstanding.
- The most-able pupils do not always make enough progress given their starting points because work set does not always challenge them to reach higher levels.

Information about this inspection

- Inspectors observed 24 parts of lessons taught by 22 teachers.
- Inspectors carried out a number of shorter visits to lessons to assess pupils' work and also visited assemblies and a charity fundraising coffee morning for parents and pupils which was hosted by the school.
- Meetings were held with pupils, senior leaders, subject leaders, members of the governing body and a local authority advisor.
- Inspectors looked at the school's documentation for gaining an accurate view of its own performance. They scrutinised improvement plans, as well as a range of policies and assessment information. They also looked at pupils' work in books during lessons.
- The views of 21 parents were considered through the online questionnaire (Parent View). The views of 35 members of staff expressed through a staff questionnaire were also taken into account.

Inspection team

Gary Kelly, Lead inspector	Additional Inspector
John Shutt	Additional Inspector
Steven Hill	Additional Inspector

Full report

Information about this school

- Gwladys Street Primary and Nursery School is a much larger than average-sized primary school. The very large majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs receiving support at school action is above average, as are the proportions of those receiving support at school action plus and with a statement of special educational needs.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority).
- There have been considerable staff changes, including the appointment of a new deputy headteacher and other senior leaders since the last inspection. Staffing has been more stable in the last year.
- The school meets the government's current floor standards which set minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has been recently accredited with the National Inclusion Quality Mark.

What does the school need to do to improve further?

- Improve the quality of teaching further so that all teaching is consistently good and more teaching is outstanding by ensuring that there is always sufficient challenge in the work provided in lessons so that more pupils, especially the more-able, reach the higher levels in both Key Stage 1 and Key Stage 2.

Inspection judgements

The achievement of pupils

is good

- Achievement has improved considerably and is now good because of a successful concerted effort from leaders, governors, teachers and support staff to improve the quality of teaching and to accelerate pupils' progress rapidly.
- Children enter the Early Years Foundation Stage displaying the knowledge, skills and understanding which are well-below those typical for their age. Due to good teaching and opportunities for children to develop independent learning skills they make good progress and are much better prepared for learning in Year 1.
- Between Years 1 and 6, pupils now achieve well. Leaders have ensured that the dip in results in Year 6 reported in 2011 and 2012 national tests have been reversed. In Year 6 in 2013, there was a considerable improvement to pupils' achievement, particularly in mathematics. By Year 6, pupils now reach standards in English and mathematics that are at least in-line with national average. School data and inspection evidence shows this improvement is set to continue.
- Although the proportion of pupils making and exceeding the expected levels of progress compares favourably with nationally, not enough of the most-able pupils make good progress. They do not always reach the higher levels of attainment they are capable of because work they are given in lessons does not always challenge them enough.
- Pupils' speaking and listening skills improve at a good rate because they are encouraged to take part in whole-class and group discussions. Younger children have plenty of opportunities to practise using their knowledge of letters and sounds that they build into words and sentences. By the time they enter Year 2, pupils can communicate confidently.
- From their low starting points, pupils now make good progress in reading. In 2013, an average proportion of pupils aged six achieved the national expectation in a check of their understanding of the sounds that letters make. This is a significant improvement from results in 2012.
- Pupils' achievement in mathematics has improved. Teachers now place a strong focus on improving pupils' basic mathematical skills in all lessons. They are given many opportunities to use and apply their mathematical skills to their work.
- Disabled pupils and those who have special educational needs achieve well. Support for these pupils has improved. This is because they are taught well by highly skilled teachers and by well qualified teaching assistants, both in class and in small groups.
- Pupils supported by the pupil premium funding, including those known to be eligible for free school meals, are now making good progress. In 2013, they were just over one term behind other pupils in the school of the same age in both English and mathematics. This is less than the gap between eligible and non-eligible pupils in the school previously.
- The gap is closing because of improvements to provision. Support is more tailor-made, including small group work and high quality interventions. The school's current assessment information and inspection evidence indicates this gap continues to narrow, reflecting the school's commitment to ensuring every pupil has an equal opportunity.

The quality of teaching

is good

- School leaders have focussed successfully on improving the quality of teaching. Systems to rigorously monitor classroom practice and to ensure that teachers make better use of pupils' attainment and progress information are now firmly in place.
- Teaching is at least good in most lessons and occasionally outstanding, with only a small minority of teaching requiring improvement. Teachers ensure lessons are really interesting and enjoyable. This, coupled with pupils' good attitudes to learning, ensures pupils make good progress.
- Teachers provide many opportunities for pupils to discuss learning in groups, through whole-

class discussion and through activities that pupils find interesting and exciting. For example, in a Year 6 computing lesson, pupils prepared a video, from concept to conclusion, using highly technical equipment, having prepared and delivered an interview with local residents. The teachers skill in allowing pupils to investigate, make mistakes and adapt their thinking ensured all pupils made outstanding progress in this lesson.

- Improvements to the teaching of literacy and numeracy, including as part of work on other subjects, has led to clear improvements in the standards of pupils' spelling, punctuation, grammar and mathematics work evident in pupils' books.
- Teachers' marking is of high quality. Their accurate assessments of pupils' achievement, along with the feedback they give to their pupils shows them how to improve their work. Pupils told inspectors that they value, and are given the chance to respond to, teachers comments and that this helps them to improve.
- Teaching effectively promotes pupils' good spiritual, moral, social and cultural development. Pupils work together well in lessons. They value and respect the thoughts of others, such as when they work with their 'talk partners'. They reflect on their work in lessons and, in an excellent assembly observed during the inspection, on their feelings towards helping others.

The behaviour and safety of pupils are good

- High expectations of behaviour and clear routines to promote good behaviour are embedded from when children start school. Pupils rise to these expectations because they enjoy learning and are given plenty of opportunities to learn through finding things out for themselves.
- Pupils of all ages have good attitudes to learning in all lessons. Pupils want to work hard, concentrate on their learning and work well with each other.
- On rare occasions, such as when activities are not well matched to pupils' varying needs, a few pupils can become passive.
- Inspectors observed good behaviour in lessons, around the school, at break and at lunchtimes. Pupils are respectful and care for each other and adults. School records of pupils' behaviour show that overtime it is also typically good. There have been no permanent exclusions for a number of years and incidents of exclusions for short periods have reduced.
- Both pupils and parents do not see bullying of any form as a concern, and are confident when rare incidents occur that they are dealt with effectively. Pupils have a good understanding of the different forms that bullying can take. They are well aware of how to use the internet safely.
- Following a more proactive approach to promoting good attendance with pupils and parents, attendance levels have improved over recent years and are now average. The number of pupils who are persistently absent has reduced significantly. Pupils come to school more regularly because learning is enjoyable.

The leadership and management are good

- Following a dip in standards, the headteacher has put in place rigorous plans and strategies to quickly improve the quality of teaching and raise achievement. She has established an effective team of senior and middle leaders, teachers and teaching assistants who monitor closely classroom practice and pupils' progress.
- Everyone is involved in monitoring and evaluating the school's work. Together, they quickly identify and address any underachievement so that pupils get back on track quickly and their achievement improves.
- All staff are now provided with good opportunities for their professional development and this training is well matched to the school's priorities. For example, in order to ensure high-quality support is in place for the most vulnerable pupils, the senior leadership team have worked collaboratively across English, mathematics and inclusion to develop their knowledge and skills to a high level. They work as a team to delegate their roles and responsibilities as appropriate,

which has had a positive impact on raising standards for vulnerable pupils. The schools excellence in this area has now been recognised by the achievement of the National Inclusion Quality Mark.

- Improvements in pupils' achievement reflect successful adaptation to the curriculum, which is now more creative and ensures pupils are motivated and enjoy learning. Whole-school topics, which relate to real-life scenarios, and use of state of the art media resources and mobile technology equipment, for example, have all helped to bring learning to life.
- Leaders adopt a rigorous approach to developing pupils' literacy and numeracy skills. Opportunities for pupils to read, write, communicate and use mathematical skills have been extended.
- Regular visits and visitors into school successfully promote pupils' interest and enjoyment further. These, together with assemblies and activities in before and after-school clubs are carefully planned so that pupils' social, moral, spiritual and cultural development is at the forefront of the school's work.
- Leaders use the new primary sports funding to employ specialists in physical education to work with pupils and provide training opportunities which further develop teachers' skills. Pupils told us they enjoy the many sporting opportunities provided by the school.
- Governors and senior leaders ensure that the school is at the heart of its community. During the inspection for example, the school hosted a charity fundraising coffee morning which was attended by many parents and ex-football players from Everton and Liverpool Football Clubs. Parents express positive views through questionnaires and surveys.
- The local authority has supported the schools improvement effectively, especially in improving teaching and learning and raising achievement in the school.
- **The governance of the school:**
 - The governing body is an integral and active part of the team of school leaders. They are actively involved in the monitoring of the school's work and have helped the headteacher to identify its areas for development to ensure continued improvement. Governors are familiar with the school's appraisal of staff and how to ensure any progression in pay is linked to their performance, including for the headteacher and senior staff. Governors have previously taken steps to support the headteacher in tackling underperformance of staff. Effective financial-management systems are in place and they have ensured that pupils are treated equally and there is no discrimination. Safeguarding procedures for pupils and staff meet 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

Unique reference number	104610
Local authority	Liverpool
Inspection number	426066

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair	Henry Mooney
Headteacher	Nicola Booth
Date of previous school inspection	22 November 2011
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