

Lander Road Primary School

Pennington Road, Litherland, Liverpool, L21 8HY

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- Achievement is good. Pupils' progress well in both reading and writing with outstanding progress made in mathematics.
- Many children start school with skills and knowledge considerably below those expected for their age but make good progress resulting in most meeting national expectations by the time they leave school at the end of Year 6.
- The quality of teaching is good with a small proportion that is also outstanding. Teachers have excellent subject knowledge and know the needs of their pupils very well. As a result, pupils say they enjoy lessons and progress well during their time at school.
- Pupils' behaviour is outstanding. Pupils are very well mannered, polite and have a love for learning. Pupils have an excellent understanding of all forms of bullying. They feel safe in school and are well cared for.
- The school is well led and managed by the headteacher, the senior leadership team and middle leaders. There is a shared vision by all staff, who collaborate well to improve the school.
- The governing body has benefited greatly from a recent re-structuring as well as new recently appointed governors. They provide thorough challenge as well as support to the school and expertly evaluate their own performance.

It is not yet an outstanding school because

- Teaching is not yet outstanding and a small amount of teaching requires improvement.
- The progress made in reading does not match that of mathematics or writing.
- The good practice in marking pupils' work is not consistent between classes and subjects.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, three of which were joint observations with senior leaders.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved in the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school’s recent parental surveys. Responses on the on-line questionnaire (Parent View) were too few to report on.
- Inspectors looked at a range of documents, including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Christine Howard

Additional Inspector

Full report

Information about this school

- Lander Road Primary is an average sized primary school
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational is average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, 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 that are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by eliminating inconsistencies in practice. In particular, ensure that:
 - all lessons are well organised and have intentions that are clear to all pupils
 - adults always check on the ongoing progress of all groups during lessons so that they can quickly intervene to address misconceptions or adapt their teaching to meet their needs
 - marking is more consistent, that it tells pupils how they can improve their work and gives them the opportunity to act on this advice
 - the good practice already within the school is shared so that all teachers have a clear understanding about what makes good and better teaching.
- Improve the quality of reading experiences offered to pupils so that they make better progress by:
 - improving the quality and consistency of guided reading sessions
 - providing wider reading opportunities for pupils to read across the curriculum.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are well below those typically expected for their age. They make outstanding progress in the pre-nursery, Nursery and Reception classes so that when they start Year 1, they are very well prepared for their future learning.
- Reading skills are taught very well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully in their initial efforts in reading and writing. As a result, pupils achieve well in the Year 1 reading check. However, the progress of pupils' reading across the school does not match that in writing and mathematics resulting in some inconsistencies in attainment levels. For example, the attainment of Year 6 pupils in the 2013 reading tests was significantly lower than in previous years. This was largely as a result of changes to teaching methods in school. This is no longer a detriment to their progress.
- Progress in writing is good, with higher than average proportions of pupils making more than the expected level of progress. Pupils' presentation and the quality of their writing in books are generally good.
- Progress in mathematics is outstanding. A high proportion of pupils achieve levels greater than that expected of them. Achievement in mathematics is consistently high in all year groups and over recent years.
- Progress in Key Stage 1 and also in Years 3 and 4 is not as strong as further up the school. Progress made in Year 5 and 6 is strong with pupils' attainment by the end of Year 6 meeting national averages in most subjects most years, and consistently better in mathematics.
- Because teachers in Years 5 and 6 provide a good level of challenge to all pupils this supports the learning of the most able, especially in mathematics where their progress accelerates in these two year groups.
- Pupils read often, but not widely enough, to fulfil their love for learning. Fluent readers are restricted by banded reading and do not have enough opportunities to read from a wider array of books and other materials.
- The progress of disabled pupils and those with special educational needs is similar to the progress of others in the school. The school is strongly committed to ensuring equality of opportunity for everyone and ensures progress is at least in line with other pupils by providing bespoke programmes of learning and targeted support.
- Pupils supported by the pupil premium, around half the school, make similarly good progress to their peers. Their attainment matches that of other pupils in school. In mathematics and writing, they perform well above their peers nationally, but conversely, their reading attainment lags significantly behind.
- By the end of Year 6, pupils are well prepared for their next stage of education.

The quality of teaching is good

- The quality of teaching is good with some that is outstanding; it helps pupils learn and achieve well during their time at school.
- Teachers have a good rapport with their pupils which results in a positive climate for learning in all lessons. Many lessons involved good quality discussions between pupils and adults as well as among pupils and their peers.
- The teaching and organisation of mathematics is particularly good with a strong emphasis on teaching mental arithmetic well in all mathematics lessons. Pupils are given extensive opportunities to practise their learning, compete and challenge each other, and they work together well to develop deeper mathematical thinking.
- Pupils' writing skills are of a good standard because they have ample opportunities to write across the curriculum. They do not, however, have enough opportunities to re-draft and improve

their writing regularly.

- The teaching of phonics (learning letters and the sounds that they make) is good. Pupils can decode and read words very well however they do not have enough opportunities to develop inference and comprehension skills in their reading. Guided reading is taught well in some classes but is less so in others, owing to weaker planning and questioning skills.
- The skills of teaching assistants are targeted well to support individuals and small groups to ensure they make good progress.
- Pupils are given work that is well matched to their needs. They are given tasks that are broken up into small chunks. This was best demonstrated in a Year 6 lesson which was characterised by precision questioning and a clarity of expectation matched by pupils' eagerness to achieve well.
- The quality of teaching in the Reception and Nursery classes is good and often outstanding. Staff make excellent use of indoor and outdoor resources and plan activities that are sufficiently challenging that develop pupils' understanding of reading, writing, mathematics and personal and social skills well. For example, children were engrossed in map making and seeking buried treasure as part of a pirate activity. However, they were equally interested in their written work and were rightly proud of their writing achievements.
- Where teaching is less successful, the tasks teachers set do not always provide enough challenge or interest, nor are expectations clearly communicated to pupils. Teachers sometimes fail to pick up on individuals and groups whose progress slows in lessons and so do not provide them with the extra help they need at this point.
- Marking is often very helpful enabling pupils to make better progress but occasionally it does not pick up on what pupils can do to improve their work or require them to act on advice.
- The school has an adequate library, a much better resourced new part of the building and a good sized outdoor learning environment. Pupils, however, are disappointed that they do not have enough access to all of these resources throughout the year. For example, there is restricted access to the outdoor stage and use of the quiet garden at the front of the school.

The behaviour and safety of pupils are outstanding

- Pupils at Lander Road are exceptionally well mannered, almost always courteous and approachable. They behave well in lessons, and continue this outside of lessons in the playground, around school and on visits outside of school. Parents often seek guidance and advice about behaviour from school as pupils often behave much better in school than they do at home.
- Pupils' attitude to learning in lessons and throughout school is exceptional. Outstanding behaviour characterises many lessons. Pupils listen attentively to each other and other adults. Persevering and helping each other is commonplace at Lander Road, for example, during a difficult writing task in the Reception class, and then again in a complex mathematics challenge in Year 5.
- Pupils are acutely aware of how to keep themselves and others safe at all times. They rightly corrected a behaviour survey, for instance, questioning the idea of listening to adults at all times. They are aware of different types of bullying, including cyber-bullying and also homophobic bullying. Records show that incidents of inappropriate behaviour are rare.
- Lander Road is a nurturing school. Leaders place a high emphasis on re-integrating into school pupils with challenging behaviours or those who have special educational needs relating to behaviour so that they have the best opportunity to reach their potential. There is a calm learning atmosphere in school and a high regard for respecting everyone.
- Older pupils take their responsibilities around school, such as looking after younger pupils and helping run lunchtime, very seriously. They fulfil their roles on the school council very well and make a positive impact to the life of the school.

The leadership and management are good

- This is a very well managed school, steadily improving and well thought of by fellow professionals within the local authority. Pupils consistently attain levels that are in line with national averages, and often better.
- Succession planning in appointing a new leader alongside the current head teacher, although at an early stage, aims to provide continued stability and sustained improvements.
- Senior and middle leaders use data extremely well to analyse the progress made by individuals and groups of pupils. Teachers also are able to use data extremely well to track pupils' progress as part of measuring their performance and planning the next stages of learning for their pupils.
- Subject leaders have a passion for their subjects and are acutely aware of the strengths and weaknesses. They provide good support to each other and share leadership responsibilities ensuring smooth transitions so that pupils do not lose out on any learning opportunities.
- Monitoring of teaching is effective. School leaders use guidance such as that provided by Ofsted and the local authority exceptionally well to compare teaching standards in lessons and achievement across the school.
- The curriculum is well planned and resourced making particularly good links and references to pupils' needs and interests, thereby ensuring learning relevant and fun.
- The local authority provides a 'light touch' support to the school. It values the school's senior leaders and would use their support if needed in other schools. The school has made excellent use of consultants, particularly in helping to address the teaching of reading.
- Plans for the use of the new primary school sports funding are at an early stage, but are being deployed to increase competition between schools, provide sports coaching in school and offer sports training for teachers.
- **The governance of the school:**
 - A restructured governing body with some recently appointed new members, makes an extremely positive contribution to the school's success. Governors monitor the work of the school as well as their own work and performance, extremely well. They have up-to-date knowledge of pupils' achievements and the quality of teaching and provide sufficient challenge to the school to move it forward. For example, following recent lower attainment levels in reading, governors provided rigorous challenge and insisted on clear plans for improvement. The governing body ensures financial resources are well managed including the school's use of additional government funding to support pupils, such as those eligible for the pupil premium. Governors are involved in setting targets for the headteacher and they are also fully aware that teachers' pay awards are securely linked to the progress that pupils make.

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	104874
Local authority	Sefton
Inspection number	426278

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	227
Appropriate authority	The governing body
Chair	John Bradshaw
Headteacher	Barbara Billingsley
Date of previous school inspection	5 June 2008
Telephone number	0151 9225760
Fax number	0151 9221695
Email address	admin.LanderRoad@schools.sefton.gov.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

