

Booker Avenue Infant School

Booker Avenue, Liverpool, Merseyside, L18 9SB

Inspection dates

14–15 January 2014

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- From the outset, the school's priority is to get to know each pupil as an individual. This enables staff to provide the necessary provision to ensure pupils' rapid progress and the reduction in the number of pupils with special educational needs.
- Children start the Early Years Foundation Stage with broadly expected skills. They develop into happy, confident, inquisitive children and make outstanding progress by Year 1.
- By Year 2, pupils consistently reach standards that are well above those expected for their age in reading, writing, and mathematics. However, sometimes the most able pupils are set tasks in mathematics which do not fully stretch them, meaning that sometimes they do not achieve as well as they could.
- Those pupils who receive extra support make the same excellent progress as other pupils and much better than their counterparts nationally.
- Teachers provide excellent opportunities for pupils to develop in an exciting learning environment. The staff plan closely together to ensure that pupils build on their prior learning. Learning assistants provide very effective support in lessons.
- Pupils' behaviour in lessons and around the school is exemplary. They are open, friendly and welcoming to visitors. Pupils are very interested in their lessons and feel very safe and happy. Attendance is high.
- The headteacher provides outstanding leadership. The staff now work together as a highly effective team and are fully supportive of the headteacher. The individual strengths, interests and expertise of middle leaders are reflected in their responsibilities.
- The governing body is confident and highly effective in carrying out its statutory responsibilities. Governors are passionately committed to the school. They provide fair and robust challenge and methodically hold the school to account.
- Parents overwhelmingly agree that the school provides an outstanding education for their children.

Information about this inspection

- The inspection team observed teaching in all classes. They saw 16 part-lessons, two of which were jointly observed with the headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and two members of the governing body. The inspectors also spoke to a representative from the local authority by telephone.
- Inspectors took account of the 45 responses to the online questionnaire (Parent View) together with information from surveys conducted by the school. They also spoke informally to parents as they brought their children to school.
- The responses received from 17 staff to the inspection questionnaire were taken into account.
- The inspectors listened to pupils read, spoke with them about their learning and reviewed the work in their books.
- The inspection team reviewed a wide range of documents, including safeguarding documents, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations and the school's records relating to behaviour, attendance and safeguarding.

Inspection team

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|-------------------------------------|----------------------|
| Prydwen Elfed-Owens, Lead inspector | Additional Inspector |
| Christine Howard | Additional Inspector |
| Melvyn Hemmings | Additional Inspector |

Full report

Information about this school

- The school is a slightly larger than average sized infant school.
- It shares a campus with a junior school.
- There is currently a smaller number of pupils than average supported by the pupil premium.
The pupil premium is additional funding for those children who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- There are fewer pupils than average from minority ethnic backgrounds.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is below average.
- There is a breakfast and an after-school club which is privately run. This provision is inspected separately.

What does the school need to do to improve further?

- Ensure that the most able pupils are always set work that enables them to make the best possible progress in mathematics.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the Early Years Foundation Stage with skills broadly as expected for their age. They settle quickly into school routines and develop into happy, confident, inquisitive children and make outstanding progress by Year 1.
- By the end of Year 2, pupils consistently reach standards that are well above average in reading, writing, and mathematics. Consequently, they are especially well prepared for the next stage of education.
- Pupils' attainment in writing is particularly high. For example, in the context of their whole-school topic on Traditional Tales, they develop a very good understanding of story structure. Consequently, pupils' writing skills develop very successfully across other areas of the curriculum.
- Pupils' attainment in reading is well above average and they develop fluency and an enjoyment of books. Their understanding of phonics (letters and the sounds they make) has improved significantly over the last year and pupils are rapidly developing effective strategies to recognise and tackle unknown words.
- Pupils' numerical and mental arithmetic skills are outstanding. Overall, they develop into extremely enthusiastic and able mathematicians through regular sessions in which they apply their skills to problem solving. However, sometimes the most able pupils do not always make the best possible progress in mathematics lessons.
- Pupils eligible for the pupil premium, including those known to be eligible for free school meals, also make excellent progress across the school. The gap between their attainment and other pupils in the school is closing swiftly.
- Pupils receive very effective individual support to help them to make excellent progress. The school's records show that the proportion of pupils requiring extra support declines as they move through the school, as a result of the very effective support.
- Disabled pupils and those with special educational needs make progress similar to that of their peers. In the Key Stage 1 assessments in 2013, on average these pupils made significantly better progress than their national counterparts.
- The number of pupils reaching Level 3 in the Key Stage 1 assessments in 2013 was above the national average, confirming that the most able pupils also make rapid progress overall, but more so in reading and writing than in mathematics.

The quality of teaching is outstanding

- Since the last inspection, the proportion of outstanding teaching has increased. The quality of work in pupils' books, the outcomes of the school's checks and the lessons observed during the inspection, confirm that the impact of teaching over time is outstanding.
- From the outset, the school's priority is to get to know each pupil as an individual. Teachers place great emphasis on meeting the needs of all pupils and clearly demonstrate the school's very strong commitment to equality of opportunity.
- Teachers provide excellent opportunities for pupils to learn in an exciting environment. They plan closely together to ensure that pupils consistently build on their prior learning. Most lessons observed were imaginative and well planned, resulting in pupils' excellent learning. For example, in one particular lesson, the teacher provided an exciting range of resources to motivate pupils to investigate sounds and materials. Pupils were dressed up as policemen and builders to encourage role play. They worked individually, in pairs or in teams as they chose, which enhanced their learning.
- Teachers' subject knowledge is excellent. They use a very good range of resources, including for instance, interesting artefacts and the interactive whiteboard to make most lessons absorbing for pupils. Teachers promote a positive attitude to learning by encouraging pupils through a very

good balance between challenge, support and praise.

- Time is taken to involve pupils in discussions on 'steps to success', for example, on how to succeed in their writing tasks. Teachers use questioning effectively to check pupils' understanding, explain their reasoning and to develop their ideas.
- Class teachers and teaching assistants have high expectations of the pupils and work effectively as a team. Together they ensure that progress is accurately assessed and tasks adapted according to pupils' needs. One example of this was that as soon as some of the most able pupils completed their tasks using I pads, they were swiftly set more challenging tasks. However, sometimes the tasks set for the most able pupils in mathematics do not fully stretch them.
- Teachers mark work regularly and provide pupils with clear suggestions as how to move on to the next step in their learning. As a result, even the youngest pupils are left in no doubt as to how they can improve. Pupils have many opportunities to discuss their work individually or in pairs and groups and to help each other. Such opportunities promote their social and moral development effectively and enhance their achievement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. During the inspection, there was no disruption to learning because pupils in lessons and around the school behaved in an exemplary way. Pupils say that excellent behaviour is typical and school records and parents' views confirm this. Pupils enjoy coming to school. Relationships between pupils and adults are excellent. Pupils say, 'Everyone is kind in our school'. Pupils are confident and articulate. They are extremely polite and well-mannered and are very welcoming to visitors.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe and happy in the school. The parents' questionnaires confirm this. Pupils' high attendance is further testament to this.
- Pupils have an excellent awareness of how to keep safe, for example, e-safety, road safety and water safety. Pupils feel extremely well cared for by all the adults and know they can go to anyone should they need help.
- The school has established a buddy system where Year 2 pupils care for younger pupils on the playground. Pupils state that they like this system because it makes them feel safe and includes them in play times. Pupils enjoy playtimes and the opportunities to play with their friends. They are adamant there is no bullying and parents overwhelmingly agree.
- Pupils' attitude to learning is outstanding. The whole school operates in a family atmosphere based on mutual respect. Pupils listen to each other very well, value contributions made by their peers and appreciate the views of others. They are fully involved in their tasks and are keen and enthusiastic in their learning. They show enjoyment in their learning and many pupils agreed that 'School is always fun'. Pupils thrive on the responsibilities given to them, such as school councillors. As a consequence, they develop excellent spiritual, moral, social and cultural understanding.

The leadership and management are outstanding

- The headteacher is dedicated to and succeeds in providing the best for pupils. Her knowledge of pupils and close attention to their well-being and academic development is a key factor in the school's success.
- The headteacher's and the governing body's high expectations and accurate view of the quality of the school's provision, provide a clear direction and a strong focus on excellence. The school has improved from good at the time of the previous inspection to outstanding now. The school is well placed to continue to improve. Leaders lack complacency. For example, they recognise the need to ensure that the most able pupils are always fully challenged to make the best possible progress in mathematics lessons.
- The headteacher provides outstanding leadership in all aspects of school life. The school's

checks on the quality of teaching and pupils' achievement inform the school's priorities for improvement and teachers' progress on the pay scale. The staff are fully supportive of the headteacher and now work together as a highly effective team.

- The headteacher has recognised the individual strengths, expertise and interests of middle leaders and has tailored their responsibilities accordingly. Middle leaders use their particular skills very effectively to support continuing excellence in pupils' achievements.
- The curriculum ensures that pupils have a wide range of first-hand experiences, which effectively stimulate their learning. Pupils' enjoyment is further enriched by a wide a variety of visits, visitors to the school and participation in creative and performing activities. The funding available to promote pupils' greater participation in sport is used well to enhance their physical well-being.
- The school's tracking system is exemplary. It includes relevant details of the progress made, and the needs of and support for all different groups of pupils across the school. The school's support and guidance for pupils with special educational needs is very effective. This develops these pupils' high self-esteem and ensures they make the same excellent progress as their peers.
- The local authority only provides light-touch support for the school, which is indicative of the school's success.
- **The governance of the school:**
 - The governing body is confident and highly effective in carrying out its statutory responsibilities. The governors have high expectations of themselves and undertake regular training to ensure they are up to date with the skills and knowledge they require. They are extremely proud and supportive of the school and have a thorough understanding of pupils' progress through their review of comparative data.
 - Governors are committed to the school and they provide fair and robust challenge to leaders and methodically hold the school to account. They participate fully in checks on the school's performance, including reviewing the quality of teaching and learning. For example, they check that staff meet their individual targets and that these are linked to any increases in salary. The governing body also checks on the support given to those pupils eligible for the pupil premium and the progress that these pupils make as a result. The governors are aware that pupils' participation and enjoyment in sporting activities is increasing as a result of the opportunities provided by the Primary School Sports funding.
 - Governors ensure safeguarding procedures meet requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 104593 |
| Local authority | Liverpool |
| Inspection number | 433249 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 270 |
| Appropriate authority | The governing body |
| Chair | Michelle Dutton |
| Headteacher | Lynne Brown |
| Date of previous school inspection | 7 December 2010 |
| Telephone number | 0151 7241997 |
| Fax number | 0151 7245527 |
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