

# Aintree Davenhill Primary School

Aintree Lane, Aintree Village, Sefton, Merseyside, L10 8LE

**Inspection dates** 27–28 March 2014

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

- Teaching is good. There are high expectations of pupils and teaching and the curriculum involves and motivates them. As a result, pupils make good progress.
- By the end of Year 6, standards in mathematics are high and in reading and writing are above average. Pupils' progress from their various starting points is outstanding in mathematics and good in English.
- Well-tailored support for pupils with special educational needs and those supported by the pupil premium enables these pupils to also make good progress.
- Good promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a very supportive and exciting learning community.
- Behaviour is good and attendance is broadly average and improving. Pupils have very positive attitudes towards their learning and good relationships with each other and with adults in the school. They particularly enjoy their topic work, art and mathematics. Pupils feel safe in school.
- The school's own evaluation of its work is accurate and based upon the regular and rigorous analysis of pupils' progress. In the short time the senior leaders have been in post, they have acted swiftly and decisively to improve the quality of teaching and the progress pupils make. As a result, there have been significant improvements in the Early Years Foundation Stage and in mathematics across the school.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Assessment information, especially that gained through marking, is not always used effectively to plan pupils' progress. As a result, work is not always precisely enough matched to pupils' needs and capabilities so that they can achieve their full potential.
- Pupils are not always given good guidance about how to improve their work, particularly their spelling, and are not always given the opportunity to respond to teachers' comments in order to improve their work.
- The arrangements for teaching phonics do not always allow pupils to build effectively on their learning and use what they have learned to improve their writing.

## Information about this inspection

- Inspectors observed 21 part lessons and made short visits to other activities led by teachers and trained assistants. Seven of these observations were carried out jointly with the headteacher and deputy.
- Two groups of pupils met with inspectors. Discussions were also held with staff, including senior leaders. Meetings were conducted with the Chair of the Governing Body and one other governor and with a representative from the local authority.
- Inspectors took account of 44 responses to the on-line questionnaire (Parent View) and 28 responses to a staff questionnaire.
- Inspectors scrutinised pupils' work with the senior leadership team and read a range of documents. These included documents about the school's strategies to enable leaders to gain an accurate view of its performance, school improvement plans, pupils' current progress, policies and records on safeguarding, behaviour and attendance.

## Inspection team

Judith Tolley, Lead inspector

Additional Inspector

Paul Smith

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

## Full report

### Information about this school

- Aintree Davenhill is a much larger than average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported by the pupil premium funding is lower than that usually found. The pupil premium is additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and children from service families.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher has been in post since September 2012. Since the last inspection, the school has undergone a significant rebuilding programme.

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

- Improve pupils' overall attainment and increase their rate of progress further in English, particularly in writing by:
  - reviewing the arrangements for teaching phonics so that pupils can build more effectively on their learning
  - improving the accuracy of pupils' writing, particularly spelling.
- Improve teaching from good to outstanding across the school by:
  - ensuring the information gained from marking and other forms of assessment is used to provide all pupils with the right amount of support and challenge
  - making sure that marking always provides pupils with the specific guidance they need to improve their work, especially their writing, and that pupils are given the time to respond.

## Inspection judgements

### The achievement of pupils is good

- The proportion of pupils making and exceeding the progress expected of them from their starting points compares favourably with national figures. Many children enter the school with skills and knowledge below those expected for their age. They make good progress during the Early Years Foundation Stage, especially in reading, writing, mathematics and their creative development. As a result, the majority enter Year 1 with skills that are above those expected for their age and are confident learners, well prepared for the Key Stage 1 curriculum.
- Overall, pupils make good progress from their individual starting points. As they move through the school their progress is outstanding in mathematics and in reading and writing it is good. By the end of Year 6, standards in mathematics are high and in reading and writing they are above average.
- Work seen during the inspection indicates that standards have remained well above average over the last three years and progress has improved significantly in mathematics so that the proportion of pupils that make more than the progress expected of them has also increased.
- The most able pupils usually make outstanding progress from their starting points in mathematics and in reading. In writing, they make good progress, with some reaching the highest levels by the end of Year 6. In lessons, however, the most able pupils are not always challenged sufficiently to increase their progress in writing even further.
- Pupils write effectively for a variety of purposes and audiences and use a good range of vocabulary and structures, but sometimes their writing is hampered by some inaccuracies in spelling. They read a variety of texts fluently and with understanding, and use the internet effectively for research.
- Pupils are taught phonics effectively and are able to apply their knowledge, but because of the timing of their phonics lessons opportunities are missed to effectively reinforce and apply their learning in their reading and writing.
- The extra support provided through the pupil premium funding, such as extra help in the classroom and support from teaching assistants, enables eligible pupils to reach their targets and to make the same good progress as their peers. Gaps between the standards reached by pupils known to be eligible for free school meals in English and mathematics and their classmates have closed.

### The quality of teaching is good

- Teaching is consistently good across the school, with some that is outstanding.
- New ideas are presented clearly and activities are well designed to hold pupils' interest. For instance, Reception and Nursery children were entirely involved in activities related to their topic work about Spring and plants which included painting their own versions of Van Gogh's *Sunflowers* and re-enacting the story of *Jack and the Beanstalk*. They were keen to mix colours to match and explained how they had done it to their classmates.
- Demonstrations are used well to capture pupils' interest and to make sure pupils know exactly what they have to do. For instance, Year 6 pupils questioned each other to develop the plot and characters in a story, having observed the teacher doing the same.
- Teachers and teaching assistants work effectively together. They ask pupils very searching questions to get them thinking and to see how much they have understood, or to challenge them to solve problems for themselves. For instance, Year 6 pupils were excited when they were asked to solve number problems and made rapid progress, explaining strategies they had used and what they could do to check that their answers were correct. However, in some lessons, this is not as evident.
- In work seen, pupils use a range of resources, including the internet, to research the topics they

are studying in geography and history and put their art skills to good use to illustrate their work. For example, pupils traced the journey of a banana from St Lucia or explored life during the London Blitz in the Second World War.

- Pupils' work is usually marked regularly and there are instances of outstanding practice within the school. However, marking does not always give pupils the precise guidance they need to improve, particularly their writing. Marking does not always pick up errors in spelling so pupils continue to make the same mistakes. Some pupils respond to teachers' comments and improve upon the work they have done, but this is not always the case.
- The impact of teaching on pupils' spiritual, moral social and cultural development is good and is particularly evident when pupils help each other. It is also promoted well in art and drama, where pupils explore how to communicate and interpret ideas.

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

- The behaviour of pupils is good. Pupils are polite and they are courteous and considerate to each other. They work and play very well together. Pupils support each other well, for example, when working with a partner. They take responsibility very seriously and are proud of their contribution to the school, for example, as school councillors, house captains, eco warriors and as play leaders.
- Disruption to lessons is rare and pupils work responsibly and with enthusiasm, especially when given the opportunity to work in pairs or small groups to solve problems themselves. They listen carefully to others and respect each other's views. Children joining the Early Years Foundation Stage settle down rapidly to routines, learn to take turns and play together well.
- The school's work to keep pupils safe and secure is good. Pupils have very good relationships with adults, feel safe and are confident that any poor behaviour will be dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying that can take place and know how to deal with it.
- Pupils know how to stay safe and have a good understanding of the importance of a healthy lifestyle. They are enthusiastic about the wide range of extra-curricular activities, including sport, that are provided and which have a positive impact on their health and well-being.
- Pupils enjoy school and are particularly enthusiastic about their art and mathematics. Attendance is broadly average. It has improved over the last three years and persistent absence has decreased as a result of the good work the school is doing in encouraging attendance and pursuing those families whose children do not attend regularly enough.
- Pupils who may have challenging behaviour are supported effectively to make good choices and, as a result, incidences of poor behaviour are very rare.

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

- The headteacher has been in post for a short time, and is strongly supported by the deputy headteacher and senior staff, together they provide very clear direction. The leadership team has a very clear understanding of the strengths of the school and what could be improved further, based on a rigorous analysis of pupils' progress.
- The school has gone through a lengthy period of considerable disruption while extensive building has taken place. Nonetheless, senior leaders have acted swiftly and decisively to raise standards and increase the rate of pupils' progress. As a result, standards have remained consistently above average since the last inspection. In mathematics, progress has improved significantly and standards are now high.
- There are detailed action plans focused on raising standards further and on improving teaching and learning. The actions the school has taken to improve what it provides and progress in the Early Years Foundation Stage have proved successful. The school is well placed to improve

further.

- Teaching and learning are closely monitored by senior and middle leaders and teachers new to the school are effectively supported. Teachers work effectively in year group teams to plan lessons and this is successful in ensuring consistency across classes. Subject leaders and class teachers work effectively together to ensure pupils have opportunities to develop their reading, writing and mathematical skills, as well as to deepen their understanding, for instance, as scientists, geographers and historians, through the wider curriculum as they move through the school. Although there is a high degree of consistency in mathematics teaching, there remain some inconsistencies in the teaching of English. This is a key reason why teaching is good and not yet outstanding.
- A comprehensive system of appraisal and performance management has been adopted, which is linked to the pay scales and is used to identify training for teachers.
- Safeguarding meets government requirements and discrimination in all forms is rejected.
- The school works very effectively with local agencies, the local network of schools, including the high school, and with parents to ensure that all pupils settle well to learning. They frequently take the lead in supporting other local schools. This includes detailed information for parents through the school website and newsletters as well as 'Stay and Play' sessions for parents so that they can help their children with their learning at home. The school promotes equality of opportunity effectively and all pupils do well.
- The curriculum meets the needs and interests of the pupils well. Pupils have frequent opportunities to practise their writing and mathematical skills in their topic work. They also have regular and exciting opportunities to develop their skills as historians, scientists, geographers and artists. Pupils benefit from specialist teaching in Spanish and physical education. The curriculum is enriched by a wide variety of activities and visits to promote pupils' physical well-being and their personal development.
- The new primary sport funding is used effectively to provide coaching for teachers and for activities in the playground. This is not only promoting pupils' physical development and well-being effectively but also ensuring continuing good practice.
- Pupil premium funding is used to good effect to ensure disadvantaged pupils have the support they need and to ensure they can participate in all activities and trips. As a result, gaps between the performance of these pupils and other pupils have closed.
- Since the previous inspection, the local authority has provided light touch support for this good school. The school works very effectively with the local network of schools to improve its practice and has arranged support from the local authority and from consultants, to improve provision in the Early Years Foundation Stage and in English.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas which need to be improved. Governors are fully involved in checking the school's performance, including data that shows pupils' attainment and progress. They have a clear understanding of the quality of teaching and the performance of staff, including how good performance is rewarded and any underperformance is tackled. The efficiency of spending is scrutinised, for instance, the effectiveness of the use of pupil premium funding. Governors ensure that safeguarding requirements are met. They are actively involved in the life of the school and, although some governors have been appointed very recently, they hold leaders to account effectively.

## 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>	104868
<b>Local authority</b>	Sefton
<b>Inspection number</b>	439511

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne-Marie Soul
<b>Headteacher</b>	Deena Kelley
<b>Date of previous school inspection</b>	1 July 2009
<b>Telephone number</b>	0151 526 1162
<b>Fax number</b>	0151 520 3006
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