

Egremont Primary School

Church Street, Wirral, CH44 8AF

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new leadership team has quickly made a significant impact on the quality of teaching and as a result, raised standards across the school.
- From starting points below typical levels, pupils make good progress.
- Pupils settle quickly into the early years and achieve well.
- The achievement of current learners at Key Stage 1 is much improved since the previous inspection.
- The progress of disadvantaged pupils is good. The gap between these pupils and other non-disadvantaged pupils nationally is narrowing.
- The most-able pupils achieve well and their attainment is higher than for similar pupils nationally.
- The progress of disabled pupils and those who have special educational needs is good.
- Teaching is consistently good. The quality of marking is strong in all subjects across the school.
- The use of English and mathematics 'ladders' helps pupils to understand precisely where they are in their learning and what their next steps should be.
- Pupils' behaviour and attitudes towards their learning are good. Pupils are polite and friendly towards each other. Pupils say they feel safe.
- The school keeps parents well informed and provides regular opportunities for them to learn how to support their children.

It is not yet an outstanding school because

- In English, teachers do not always give clear guidance to pupils on how to improve their writing
- Teachers do not always move pupils on to the next stage of their learning as soon as they are ready.

Information about this inspection

- The inspectors observed 24 lessons and parts of lessons taught by 15 teachers.
- The inspectors listened to pupils read and looked extensively at pupils' exercise books.
- Discussions were held with representatives of the governing body, a representative of the local authority, senior leaders, middle leaders, managers responsible for leading specific subjects, other staff and pupils.
- The inspectors looked at the school's documentation to help gain an accurate view of its performance, safeguarding policies, the school development plan, minutes of governing body meetings, records of behaviour and displays around the school.
- The inspectors looked at a wide range of information on how the school checks the progress of the different pupil groups.
- There were insufficient responses to the on-line questionnaire (Parent View). The inspectors held conversations with parents in the playground and used the parent questionnaire which had recently been completed.
- The inspectors analysed 24 questionnaires completed by staff.

Inspection team

Desmond Stubbs, Lead inspector	Additional Inspector
Alan Parkinson	Additional Inspector
Michelle Murray	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported through school action is above average.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The Chair of the Governing Body is a National Leader of Governance.
- In the previous eighteen months there have been significant changes to the senior leadership team, middle leaders, teaching and pastoral support staff.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, so that pupils make more rapid progress by ensuring that all teachers:
 - are quicker to move pupils on to the next stage of their learning when they are ready
 - give pupils clear guidance on how to improve when marking writing.

Inspection judgements

The leadership and management are good

- In the past eighteen months there have been significant changes to leadership at all levels. Senior leaders are passionate about improving the quality of teaching and raising standards for all pupils. The initiatives introduced to achieve this are having an impact and the school has a good capacity to improve further. Parents agree that the school is led and managed well.
- Leaders at all levels are becoming more effective. Their view of the school's performance is accurate and their checking of teaching is rigorous. The school's systems for judging the quality of teaching are having a positive impact on standards. All staff have a clear understanding of what is required to improve their practice.
- Staff are very positive about how training has improved the quality of their teaching and the opportunities they have to become strong leaders. They are beginning to share their best practice with each other and with other schools. This has not yet, however, brought about consistently outstanding teaching.
- Senior leaders have liaised with local high schools to plan a curriculum which prepares pupils fully for the next stage of their education. The improving standards and highly sophisticated use of technology by pupils is preparing them well for life in modern Britain. The school is very well prepared for implementing the new curriculum. Senior leaders have checked that British values are being taught properly and have identified areas which could be improved.
- Systems for assessment are strong across the school. New arrangements are in place for assessing how well pupils are doing in the new curriculum. Moderation within school and with other schools in local partnerships ensures accuracy and rigour in judging how well pupils are doing.
- Pupils' spiritual, moral, social and cultural education is good. There are specific reading books which help pupils understand about other faiths and cultures. The curriculum is rich with opportunities to consider important questions such as in Year 1, 'How I would feel if I was the Earth?' Pupils also talk about the school being a 'big family'.
- The primary school sport and PE funding is used effectively. Pupil involvement in sport has increased and teachers are becoming more skilled in their teaching of physical education.
- The school works very effectively with parents. Parents say that staff are approachable. Social media are well used to keep parents informed and frequent updates ensure that parents know the events taking place in school. The school website is highly informative. Parents have opportunities to attend workshops to enable them to support their child's learning. Parents agree that they are well informed.
- The school's arrangements for safeguarding and child protection meet statutory requirements.
- The local authority provides the school with a light touch support.
- **The governance of the school:**
 - Governors have an accurate understanding of the strengths and weaknesses of the school and what is being done to bring about improvement. They are very clear about their different roles and give good support to senior leaders. Governors make well-planned visits into school and check firsthand how the school is improving. Governors question and challenge the headteacher and are provided with a lot of information enabling them to be highly effective in their duties. The Chair of Governors is very successful in her role and as a National Leader of Governance, ensures that the governing body is well trained as well as supporting other schools. Governors are well informed about the appraisal of teachers and how this links to salary progression. They have created clear guidance on what is expected from them at each stage of their career and ensure that teachers are judged against the Teachers' Standards.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils talk about how they 'help each other and work as a team'. Pupils are confident that adults look after them very well and sort out any problems that do arise quickly. Very little low-level disruption was observed during the inspection.
- On the playground adults interact well with pupils, joining in their games and making sure that playtime is an enjoyable experience. There are lots of activities to keep pupils active and engaged. Arrangements at lunchtime are good; pupils are well supervised and also have access to the meditation room at the end of lunchtime play, so they enter afternoon lessons calm and ready to work. Parents say that their

children are treated fairly and are happy at playtimes.

- The school's behaviour records allow for a detailed analysis of any misbehaviour. This information is used effectively to improve behaviour and as a result, the school has a calm environment. Pupils move sensibly around school and are polite to adults and each other.
- Attitudes towards learning are very positive. Pupils talk about finding lessons challenging and they particularly enjoy using the modern technology.
- Attendance is improving and is currently average. The school is rigorous in following up absences and has a wide range of strategies, such as the early morning reading club, to reward high attendance and encourage pupils to get into school early.

Safety

- The school's work to keep pupils safe and secure is good. Pupils confirm that there is very little bullying, it is dealt with well and they say that 'adults listen to us'.
- Pupils were able to explain to inspectors about the different ways that the school helps to keep them safe. All classes learn about how to stay safe when using a computer and portable devices.
- Visitors to the school are carefully checked to ensure that pupils are not put at risk. Parents strongly agree that the school provides a safe environment.

The quality of teaching

is good

- The quality of teaching over time is good across the school. Staff create a positive environment where pupils become confident in their learning and understand that they can learn from their mistakes.
- All teachers display great enthusiasm for the subjects they teach. They make it clear what learning is to take place and what is expected of their pupils. The resources provided are of a good quality.
- The use of mathematics and English 'ladders' provide pupils with the opportunity to reflect upon their own learning. These are highly effective in enabling pupils to understand exactly where they are in their learning and how they can improve.
- Reading lessons are well organised with activities that provide opportunities to read for pleasure, practise reading and comprehension with the teacher and reflect on the books they are reading. Pupils display good attitudes towards reading and can use effective strategies when they come across difficult words. Their reading books are of a very good quality and of real interest to the pupils.
- In mathematics, teachers are highly skilled at planning lessons to make sure that pupils are given work which gets the best out of them. Pupils are given lots of opportunities to use logic and reasoning when solving problems and pupils enjoy the challenges and 'super challenges'. Marking in mathematics is consistently of a high standard across the school. Mistakes are clearly identified and relevant support provided; next steps in learning are clear.
- When writing, pupils use their 'ladder' so they have a clear understanding of what they need to include in their writing and how it can be improved. Younger pupils are using a very neat cursive style and including adjectives and conjunctions effectively in their writing. They are rightly proud of their achievements as are the teachers! The marking of writing is generally of a very high standard, although there are some occasions when comments made by teachers could give more specific guidance on how writing can be improved.
- Both English and mathematics tasks are set regularly for homework, reinforcing the work being done in class. Pupils show a pride in the way they complete this work and it is marked to a high standard.
- There are times when some pupils clearly understand what they were doing, but continue to work on the same activity rather than being moved on to a more difficult task. Progress is not as rapid as it could be in such instances.

The achievement of pupils

is good

- Progress throughout the school is good. At the end of Key Stage 2 the proportion of pupils making better than expected progress is good compared to other schools nationally and the attainment of pupils is generally in line with the national average.
- At the end of Year 1, pupils' achievement is much improved in the phonics screening, which assesses their understanding and use of phonics (letters and the sounds they make). The proportion of pupils achieving the required standard is now in line with the national average.

- At the end of Key Stage 1 standards in all subjects have not been good enough. The achievement of current learners, however, is much improved. These pupils are now working at levels expected for their age and making better progress.
- At the end of Key Stage 2, in 2013, the overall progress pupils made was better than in other schools nationally. Progress in mathematics and writing was very good, but not as strong in reading. Achievement in reading improved significantly in 2014 and this continues to be the case with current pupils.
- In 2013, the attainment of disadvantaged pupils supported by the pupil premium was two terms behind non-disadvantaged pupils nationally in English and one term behind in mathematics. The proportions of these pupils making expected progress from their starting points are above the national average. They make good progress across the school.
- Disadvantaged pupils were about a year behind other non-disadvantaged pupils in the school in both English and mathematics. This gap is narrowing significantly as a result of effective use of the pupil premium funding. This shows that the school's promotion of equality of opportunity is successful.
- The achievement of disabled pupils and those with special educational needs is good. The progress these pupils make in Key Stage 2 is above the national average. Teaching assistants support these pupils particularly well and enable them to achieve well in all lessons.
- The most-able pupils make good progress, particularly in mathematics. These pupils explained that they find the work interesting and challenging.

The early years provision

is good

- Children enter school with skills below those typical for their age. They quickly settle into school life and learn the routines. The positive climate in classes encourages children to 'have a go'. Teachers use lots of praise and rewards and as a result, children are enthusiastic about their work. They are keen to share it with adults and make good progress. Their attainment, however, is still below the national average when they enter Year 1.
- In class when children work with an adult they make good progress. Adults demonstrate ideas and language effectively, which the children then use in their learning. This was very evident in both the 'hospital' where children were caring for an adult and in the 'fire station' where children were rescuing a cat!
- Children are also beginning to work well on their own, either at the writing table being creative or working as a group building a 'dog house'.
- The behaviour of children in the early years is good. The children are supported very effectively by all the adults, so they understand what is expected of them in class, the dining hall and when at play. Children are encouraged to look after themselves and eat their meals properly. When outdoors, children understand how to stay safe on the large apparatus.
- On a day-to-day basis the lead practitioner ensures that time is used well and that activities are purposeful and relevant. The Early Years leader is effective. She had dedicated time last academic year to check on the quality of teaching and raise standards, which has had an impact and standards are rising.

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	105035
Local authority	Wirral
Inspection number	449302

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	370
Appropriate authority	The governing body
Chair	Jane Owens
Headteacher	Nigel Greathead
Date of previous school inspection	19 October 2010
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