

Norman Pannell School

Brownbill Bank, Liverpool, Merseyside, L27 7AE

Inspection dates

12–13 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Although attainment and progress are improving rapidly across the school for pupils currently attending, these improvements have not yet lifted standards high enough over time. As a result, achievement requires improvement
- The most able pupils are not always given work that is hard enough. This limits their progress so that they do not always reach the standards of which they are capable.
- There are too few opportunities for pupils to support their learning using information and communication technology (ICT).
- The quality of pupils' writing is not consistently good across all subjects.
- Pupils do not have enough opportunities to read widely across a range of subjects.

The school has the following strengths

- Strong leadership, management and governance have promoted significant improvements to teaching, which have resulted in rapid gains in pupils' attainment and progress over the last two terms.
- Teaching has improved rapidly. Staff have high expectations of the quality of pupils' learning and they support individuals and groups of pupils well.
- Pupils feel safe and behave well. Their attitudes to learning are good and they enjoy participating in all school activities.
- Pupils who are identified as having special educational needs make good progress.
- The monitoring of pupils' work is now secure and assessment procedures are under continuous review and development.
- Leaders promote pupils' spiritual, moral, social and cultural development well and this is at the heart of everything the school does.
- Provision in the early years is exciting and fun and results in children enjoying and achieving in a range of appropriate activities in a welcoming environment.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Two of these observations were undertaken jointly with the headteacher.
- Inspectors spoke with and listened to pupils while they were learning and during their break times.
- A formal meeting was held with the school council to find out what pupils think about the school.
- An assembly was observed and some children were heard reading.
- Inspectors held meetings with governors, a representative from the local authority, the Chair of the Liverpool Learning Partnership, and also senior and middle leaders.
- Inspectors looked at the school at work, scrutinised pupils' work books in every class and took account of the school's current data on pupils' progress.
- Inspectors also considered a range of documentation in relation to safeguarding and child protection, behaviour and attendance. They also scrutinised national data on pupils' achievement, the minutes of governing body meetings and the school's own view of its performance.
- The inspectors took account of a school parental questionnaire, as there were too few responses to the online questionnaire (Parent View.) They also spoke to several parents informally at the start of the school day. The 12 responses to the staff questionnaire were also considered.

Inspection team

Maureen Coleman, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Full report

Information about this school

- Norman Pannell School is smaller than the average-sized primary school.
- There have been significant staff changes since the previous inspection, including the appointment of a new headteacher in April 2014, the establishment of a new senior leadership team and many new staff appointed.
- The proportion of disabled pupils and those with special educational needs and a statement of special educational needs is above average.
- The proportion of disadvantaged pupils supported through the pupil premium is over twice the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's floor standard, which sets out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In the early years, children attend the Nursery part time, either in the morning or the afternoon.

What does the school need to do to improve further?

- Further improve the quality of teaching and hence raise pupils' achievement in reading, writing and mathematics, especially that of the most able, by:
 - making sure writing is of an equally good standard in all subjects
 - providing more opportunities for pupils to read across all subjects
 - enabling pupils to develop their ICT skills further to support their learning
 - ensuring the challenge for the most able pupils is consistently high across all classes.

Inspection judgements

The leadership and management are good

- The headteacher provides strong, charismatic leadership and staff comment that he has the drive and ambition to motivate staff and pupils to be the best that they can be.
- The headteacher, the senior leadership team and the local authority, are relentless in their efforts to improve the quality of teaching. As a result standards are rising and progress is accelerating rapidly. All teachers are set challenging targets for raising pupils' achievement. This has led to rapid improvements in pupils' achievement over the last two terms.
- All leaders, including governors, have an accurate picture of school strengths and areas for development. Their meticulous analysis of data and strategic planning has effectively supported improvements in pupils' overall achievement. This confirms the school leadership's ability to sustain the current strong pace of improvement.
- Diversity is celebrated and all display positive attitudes towards different religions and ethnic and socio-economic groups. There is good provision for spiritual, moral, social and cultural development. Over the last two terms, the promotion of equality of opportunity has been increasingly effective.
- Middle leaders are conscientious and highly motivated in carrying out their roles. This includes developing the curriculum so it meets the needs and abilities of pupils, albeit with some more attention required to challenging the most able pupils to make their best possible progress.
- Pupils' progress and attainment are now checked rigorously. Regular scrutiny of pupils' work in their books, together with robust analyses of on-going assessments, inform planning and the next steps in pupils' learning. Again, this has led to much improvement in pupils' achievement.
- The curriculum has been revised, and apart from providing good opportunities for pupils to develop their ICT skills, prepares pupils well for life in modern Britain.
- Primary school sport funding is used effectively and has enhanced the range and number of after-school clubs. These have been welcomed by pupils and parents.
- Safeguarding and child-protection arrangements are securely in place and meet current requirements.
- As a result of rigorous monitoring and effective actions by leaders, pupils' attendance rose rapidly over the last year and is now above average, with the amount of persistent absence having decreased significantly.
- The local authority has been proactive in supporting the senior leadership team to raise achievement for all pupils and improve assessment arrangements in the early years.
- **The governance of the school:**
 - Governors are well informed, knowledgeable, and now oversee the school's work thoroughly and hold leaders to account with rigour. They understand school data and are aware of the achievement of all groups of pupils and understand that the current rapid rate of progress needs to continue, in order to further enhance pupils' literacy, numeracy and ICT skills.
 - The governors monitor the spending of the pupil premium funding and are aware that this is having a positive impact on the achievement of the pupils for whom it is intended.
 - Governors use their individual skills well. They are aware of the quality of teaching and know that teachers are set challenging targets to raise their performance. Staff only receive financial reward if pupils reach their progress and attainment targets. Governors monitor and evaluate the impact of targets set for pupils' progress and have been proactive in urging leaders to ensure the current rapid improvement in pupils' achievement continues.
 - Governors have a secure understanding of the school's progress towards developing its own assessment system.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good, although there is some minor inattentiveness during lessons from some of the younger pupils.
- Pupils, parents, staff and governors recognise that behaviour is good and are proud to be part of the school community.
- Uniform is worn with pride and pupils are keen to improve their appearance by suggesting the introduction of a school tie. They take a pride in their school and keep it tidy and litter free.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a very clear

understanding of the difference between right and wrong and the consequences of their actions.

- School 'dojo' counters, which are given to pupils to reward good behaviour, are highly effective and provide consistency in behaviour management across all classes.
- Pupils enjoy taking on responsibility; for example, the playground buddies carry out their duties in a very caring and supportive way.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are fully aware of important ways to keep safe including e-safety. A visiting theatre company to school was used well to reinforce pupils' understanding of what constitutes safe situations.
- Pupils are aware of the different forms of bullying and feel confident that there are robust procedures in place to deal with any form of bullying should it arise.
- Staff are supportive and pupils feel there would always be someone to talk to in school if they had a concern.
- Pupils enjoy coming to school and respect their teachers. Relationships are strong and parents comment that they feel welcomed in school and enjoy taking an active role in their children's education.

The quality of teaching

is good

- School leaders have worked hard to improve the quality of teaching. The impact of this is clearly evident in the rapid improvements in pupils' achievement made over the last two terms.
- The standard of work in pupils' books shows that teaching is now typically good and is continuing to accelerate pupils' progress and raise their attainment.
- Reading and writing are now taught successfully overall. Teachers have good knowledge and skills in teaching phonics (letters and the sounds they make) and this enables pupils to make good progress in their basic reading skills. Pupils' skills in writing are improving because teaching is now better matched to the needs and abilities of most pupils. However, teaching does not always give pupils enough opportunities to practise their reading for understanding, or to use their writing skills in subjects other than English.
- The teaching of mathematics has improved with training, including advice from specialist teachers. Staff are more confident in setting problem-solving activities to consolidate and extend pupils' understanding of mathematics. As a result attainment is rising quickly in this subject.
- Teachers use assessment information successfully to identify when pupils need more help. Support for pupils with specific needs is well focused and effective in helping pupils to improve their work. However, teachers do not always ensure that work set for the most able is challenging enough and these pupils do not always make the best possible progress.
- Teachers' good behaviour management allows lessons to flow without interruption.
- Pupils enjoy learning in small groups or with a partner and benefit from sharing ideas and helping each other. In mathematics in Year 2, for example, pupils worked together to solve increasingly complex division and multiplication problems effectively.
- Teachers use a range of resources to capture pupils' interests. However, opportunities for pupils to use ICT to aid their learning are limited.
- Questioning is used well to ensure pupils understand their work and are fully aware of what they need to do to improve their standards.
- Good arrangements are now in place for specialist teachers to advise staff. Pupils in receipt of additional funding are supported well by learning support assistants.
- Teachers' regular marking informs pupils what they have done well in their work and clearly identifies how they can improve. When advice is given, pupils respond well and teachers check promptly that comments have been followed up.

The achievement of pupils

requires improvement

- Achievement requires improvement because the recent improvements in pupils' progress and attainment have not had time to impact on their achievement over time.
- Underpinned by the improved teaching of phonics, the results from the Year 1 screening check, although still below average, improved significantly last year. However, there is a greater need to encourage pupils to read for understanding and enjoyment and thus develop their reading skills still further.

- The attainment of pupils currently in Key Stage 1 is below average but rapidly improving. As a result of much better teaching, these pupils, including those in Year 1 who did not reach a good level of development at the end of the Reception Year, are catching up quickly. Pupils are well on their way to meeting the school's predictions and achieving their challenging targets by the end of Year 2.
- In Year 6 in 2014, results from national tests show that pupils' attainment dipped considerably. Standards were well-below average, particularly in reading and writing. The high proportion of pupils with special educational needs in this unusually small year group, along with weaker teaching in the past, limited their achievement. School data and inspection evidence show that the progress of pupils currently in Key Stage 2 has improved significantly. They are now making at least the expected rate of progress in reading, writing and mathematics, and, for some, progress is good. As a result attainment in Key Stage 2 is rising quickly. Pupils currently in Year 6, for example, are working at levels close to those expected for their age in reading, writing and in mathematics.
- Inspection evidence and the school's own monitoring of pupils' performance show stronger progress in all subjects. Work in pupils' books, especially from the beginning of the summer term, shows rapid improvement in reading, writing and mathematics in both Key Stages 1 and 2.
- Pupils identified as having special educational needs make good progress in literacy and numeracy because of the effective support they receive.
- The most able pupils are not always challenged well enough to reach the higher levels. When these pupils are sufficiently challenged, they show a strong capacity to push themselves and to complete more complex tasks.
- In Year 6 in 2014, the gaps between the attainment of disadvantaged pupils compared to other non-disadvantaged pupils in the school and nationally were very wide. In reading, these pupils were two years behind non-disadvantaged pupils nationally and a year behind other pupils in the school. In writing, they were over five terms behind non-disadvantaged pupils nationally but attained similar standards to other pupils in school. In mathematics, they were four terms behind non-disadvantaged pupils nationally and one term behind other pupils in the school. As a result of much better teaching and support and more effective use of the pupil premium funding, disadvantaged pupils are now doing much better and these previously wide gaps are now closing quickly.

The early years provision

is good

- Children often start Nursery with levels of skills and knowledge that are below those typical for their age. In 2014, only a small minority of children achieved a good level of development by the end of Reception. As a result the large majority were not fully prepared for learning in Year 1. Instabilities in staffing in the early years had a negative impact on the achievement of this year group. However, school data and inspection evidence show a much improved picture for children currently in the early years. Their progress is now speeding up quickly.
- Early years leadership is inspirational. In a short time, the early years leader has, together with full support of the learning support staff, created a vibrant and safe learning environment where young children have fun, thrive and behave well. Children settle quickly into school life and begin to learn straight away.
- Teaching has significantly improved and is now good. Children were observed listening very carefully and acquiring phonic skills, which were later used effectively in table-top and outside activities. Activities are planned well and take account of children's varying needs, abilities and interests. They are encouraged to explore and use creativity in their learning.
- Staff now make much better use of the outside area to stimulate and excite children in their learning. Resources have been improved and are of good quality and well placed to give room for children to move around freely from one activity to the next.
- Parents feel welcome and appreciate the letters, notes and opportunities to talk to staff on a daily basis to keep them up to date with their children's progress. They are confident their children are cared for and feel safe in school.

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	104600
Local authority	Liverpool
Inspection number	442357

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	182
Appropriate authority	The governing body
Chair	Claire Glare
Headteacher	Rob Simpson
Date of previous school inspection	20 November 2012
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