

New Park Primary School

Butler Street, Liverpool, Merseyside, L6 9EU

Inspection dates 7–8 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This highly successful school lives and breathes its mission to ensure that all pupils are 'safe, loved and learning'.
- There is a relentless focus on meeting the needs of the whole child through a 'team around the child' and 'children first' approach. This means that all pupils flourish and grow as individuals who are highly valued and extremely well supported.
- The inspirational and charismatic headteacher is passionate about good not being good enough. This uncompromising drive for excellence and continually high expectations is shared by all staff and governors. As a result, all aspects of the school's work have successfully improved since the previous inspection.
- Middle leaders are also fully committed to maintaining and improving high standards of teaching and achievement. However, they are at the early stages of developing their role.
- Staff are challenged and supported to improve all aspects of their work. Their efforts are greatly appreciated and staff morale is high.
- High quality links with outside agencies and other schools help the school to meet the needs of all pupils fully.
- Excellent relationships exist with parents and the community. Parents' views are regularly sought and highly valued.
- Governors are passionate and highly successful in ensuring that the school puts 'children first' and is the very heartbeat of the local community.
- Pupils' behaviour and attitudes to learning are outstanding. Pupils are proud of their school and love learning. Most pupils make every effort to attend regularly and attendance is rising.
- Pupils have exceptionally positive relationships with staff. These helps pupils feel special and develop a 'can do' mentality. Pupils are encouraged to aim high and think nothing is out of their reach.
- Pupils enjoy a wide range of activities and clubs to promote their interest in sport, music and the arts and to help them with their homework.
- Pupils feel safe and secure because of the high quality support and guidance they receive, especially from the excellent pastoral team.
- Teaching is never less than good and is frequently outstanding. Teaching is inspiring, creative and challenging to all groups of pupils, stretching their abilities and making them think hard.
- Pupils throughout school, including the most able, achieve outstandingly well. This is reflected in the standards they reach by the end of Year 6, which are above, and sometimes significantly above, the national averages in reading, writing and mathematics.
- Children in the early years make excellent progress from their different starting points and are very well prepared for Year 1.

Information about this inspection

- Inspectors observed the learning of pupils in all classes across school.
- The inspectors checked on pupils' work in lessons, in books and on display around school. They also spoke to pupils both formally and informally about their views of school and listened to some pupils read.
- Inspectors made a careful check on a range of school documentation, including the school's own view of its performance, plans for improvement and records of the behaviour and progress of pupils.
- Discussions were held with a range of school leaders, including the headteacher, deputy headteacher and pastoral team. Inspectors met governors, including the Chair of the Governing Body, a representative of the local authority and an external school improvement partner provided by the local authority. Inspectors also checked on the work of governors and documents relating to safeguarding.
- Inspectors considered the views of parents through checking the results from the school's own surveys of parental opinion and the 32 responses to Parent View, the online survey. Inspectors also spoke with some parents.
- The inspectors took account of the views of staff expressed in the 32 responses to the voluntary questionnaire.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Howard Bousfield

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- There have been significant increases in pupil numbers and changes in staff since the last inspection.
- Building work has been undertaken to build a new school in the grounds to accommodate the expanding number of pupils on roll.
- Most pupils are of White British heritage. A high proportion of pupils is from other ethnic backgrounds and cultural traditions, including an increasingly large number who are learning to speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs is above average.
- The proportion of pupils eligible for support through pupil premium funding is high. This additional government funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school has two part-time Nursery classes and two full-time Reception classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in English and mathematics by the end of Year 6.
- The school has a number of awards, including Bronze Sainsbury's School Games Mark, Healthy School Award, Basic Skills Quality Mark, Change for Life, Artsmark Silver and Merseyside Schools Partnership Primary School of the Year 2014.
- Since October 2014, the school has been offering support to Norman Panell School in Liverpool.
- The school works in close partnership with the local high school, The Academy of St Francis of Assisi.
- The headteacher is used by the local authority to support other headteachers across Liverpool.
- The school operates a small behaviour support unit for short-term placements for Key Stage 2 pupils in other schools. Currently there are seven pupils receiving support. This unit is funded by the local authority.

What does the school need to do to improve further?

- Ensure that the middle leaders new to role develop the full range of skills they need to enable them to make the best use of the checks they make in improving the quality of learning and the achievement of pupils.

Inspection judgements

The leadership and management are outstanding

- The headteacher has used her exceptional leadership skills to galvanise the whole-school community in a 'no excuse' culture that means they never accept anything as 'good enough' in providing pupils with the best support possible to help them thrive as successful learners and young citizens. This drive has been particularly important with increasing pupil mobility, as families move in and out of the local area. The excellent skills of the deputy headteacher and other senior leaders have helped ensure that improvements since the last inspection have been sustained, including very effective work to improve attendance, which is close to the national average.
- Morale is high because staff are clear about the part they play in the drive for continuous improvement and they are really appreciative of the support, guidance and encouragement they receive.
- The strong commitment to giving every pupil equal opportunities to learn is clear from the rigorous checks made by senior leaders on the learning and progress of all groups of pupils. They then make excellent use of the information they gather to create well-focused plans to 'place a team around the child' with specialist additional staff, such as the pastoral care manager, 'the Mentor that Matters', psychotherapist and English as an Additional Language manager to address any pupils in danger of underachieving. The effectiveness of their support is reflected in the significant improvement in school, particularly in writing.
- Senior leaders continuously challenge and support teachers to improve. The deputy headteacher very successfully leads a highly innovative programme of support for individual teachers called 'Teaching Improvement Partner'. This helps teachers to reflect on their own practice, share their practice with colleagues and observe teaching in other schools so that they can better meet the learning needs of all pupils in their class.
- Middle leaders are hugely enthusiastic and share the vision for continuous improvement in their subjects or year group responsibilities. However, those who are new to role are still developing the skills they need to check on the success of the actions to improve the quality of teaching and achievement of pupils.
- Learning opportunities are very skilfully and creatively arranged to link subjects together in exciting ways, such as 'Mad Science' assemblies or themes, such as the Year 5 study of 'Crime and Punishment' with a visit to the law courts at St George's Hall in Liverpool. Pupils enjoy the many music and sport opportunities provided for them such as kick-boxing and lacrosse.
- The promotion of pupils' spiritual, moral, social and cultural development is exceptionally good with promotion of language of the month, such as Polish or Tamil and with pupils acting as ambassadors to help pupils appreciate and celebrate different cultures and traditions. In addition, whole-school displays of pupils' work to identify and celebrate British values help and prepare them well for life in modern Britain.
- Additional funding for physical education and sport has been used exceptionally well, especially with the appointment of a specialist to the school staff. Checks by staff show that pupils' fitness levels and well-being have improved, along with their participation in a wide range of sports clubs and teams.
- Outstanding links exist with parents, who feel valued and supported, such as via the school website, 'Stay and Play' sessions and the work of the active Parent Teacher Association. As one parent said, 'This is a wonderful school and any worries and concerns are dealt with immediately.' Excellent links also exist with the local community, in particular the local high school, The Academy of St Francis of Assisi, that help more pupils reach the higher levels in English and mathematics.
- The local authority has provided high quality support in checking on the accuracy of school judgements and staff and governor training.
- **The governance of the school:**
 - Governors are led extremely well by the Chair of Governors and share a passion for continuous improvement and keeping the pupils' interests paramount. Governors make regular checks on policy and practice to be confident that safeguarding arrangements are effective and meet requirements. They are very well trained and have an excellent range of skills, expertise and experience. They have managed the significant increases in pupils and changes in staffing very well along with the operation of the behaviour support unit. Governors have ensured that any disruption to learning from the building of the new school is minimal. They know the school well, visit regularly and make sure they have all the information they need in order to hold senior leaders rigorously to account for the quality of teaching and pupils' achievement, especially in comparison with schools locally and nationally. They ensure that teachers' pay rewards are rigorously linked to the pupils making the progress they should and ensure that good or better performance is rewarded.
 - Governors keep a very careful check on school finances and have made good use of additional funding for pupils eligible for the pupil premium to ensure that they are progressing as well as others in school.

They have made excellent use of extra funding for physical education and sports.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils' eagerness to learn and their exceptionally strong relationships with staff contribute very well to their outstanding achievement. Indeed pupils' love of school is reflected in their excellent punctuality and improving attendance.
- Pupils are extremely well mannered and get on with staff and one another exceptionally well. They are calm and negotiate corridors and stairways with great care and consideration despite their eagerness to get to class on time. Pupils persevere in their learning and are really keen to succeed. They are extremely welcoming to visitors and enthusiastically talked to inspectors about their pride in the school and excitement in learning. They know that staff take great care in getting to know them and their families well and this promotes very positive and happy learners. A typical pupil comment was, 'The teachers really care about us and want us to do our best all the time. I love this school.'
- Pupils get on extremely well with the many pupils from diverse ethnic and cultural heritages; demonstrate great respect and appreciation for other cultures and faiths and understand the rights of people to hold different beliefs.
- Pupils play happily and safely and are thoughtful and considerate. They enjoy the many opportunities to take on responsibilities, such as being a school councillor, play leader or sports captain.
- Pupils eagerly develop their self-confidence and abilities through a wide range of sports, extra-curricular clubs, visits and residential. They particularly enjoy visits to such places as London, Kingswood and Chester or the open top bus tour of landmarks in Liverpool.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have a very secure understanding of how to stay safe and keep others safe on the roads or when faced with strangers. They were particularly interested in telling inspectors about how to stay safe on the Internet and eagerly told them about safe cycling, road safety and stranger danger.
- Pupils have a very mature understanding of the different forms of bullying, including cyber-bullying and bullying as a result of prejudice. They say that on the very few occasions that bullying happens, it is sorted out quickly and fairly by staff.
- Parents' responses in the 'Parent View', the school's own surveys and in discussions with parents show their confidence that their children feel safe and staff keep them safe.

The quality of teaching is outstanding

- Staff know pupils exceptionally well as individuals and this helps them to develop highly positive relationships which encourage pupils to love learning and always try their best. There is a clear focus on meeting the needs of the whole child and this means that pupils' interests and abilities are nurtured and celebrated. A typical pupil comment was, 'Teachers always make learning fun and interesting. I like it best when we do really hard work.'
- Teachers are skilled in the checks they make on how well pupils are learning and then use this information to adapt planned activities to stretch the abilities of all pupils. Little time is wasted in moving pupils on to harder work as soon as they are ready. The excellent range of support staff provide highly- skilled and sensitive support to pupils so that any barriers to learning are quickly identified and removed. This is why achievement is outstanding across the school in reading, writing and mathematics.
- The behaviour of pupils is managed exceptionally well by staff, including that in the behaviour unit. Staff consistently apply the whole-school praise-and-rewards policy, for example by celebrating 'Pupil of the Week' and the excellent 'class dojos' system. Pupils eagerly exchange these rewards, which all staff can give, for prizes or bank them for the future. As one pupil excitedly said, 'I am collecting enough to exchange for a computer voucher.'
- Staff encourage pupils to develop a love of reading. The systematic teaching of reading skills in all classes, along with precisely targeted support for individuals and groups help pupils develop the skills they need.
- Pupils are given lots of opportunities to extend their writing skills in exciting and creative activities across subjects. Teachers ensure that they work with partners to improve their work so that their writing is thoughtful and lively.
- Teachers provide high quality marking and guidance on how pupils should improve their work and pupils

respond quickly and positively to the advice given to show they have understood.

- Pupils' enjoyment in working on interesting tasks was seen during a Year 6 English activity organised for the most able. Pupils were engrossed in identifying features of a balanced argument about whether they should wear school uniform. The highly- skilled and motivational teacher used excellent subject knowledge to probe pupils' thinking and inspire them to talk confidently about their ideas. Teachers also regularly move pupils on swiftly to harder work, such as in a Year 5 mathematics activity where pupils were increasingly challenged to calculate the area of compound shapes from the floor plan of a house.

The achievement of pupils is outstanding

- Standards by the end of Year 2 and Year 6 in reading, writing and mathematics have risen since the previous inspection. Standards in 2014 rose to broadly average in Year 2 and above average in Year 6 in reading and mathematics. Standards in writing in both year groups were significantly above average. The work and progress of current pupils in school and records of progress of pupils for the last two years across the school clearly show that they make outstanding progress in reading, writing and mathematics.
- Pupils in the behaviour unit are also progressing very well, especially in their attitudes to learning and ability to stay on task. Their confidence and self-esteem are boosted by the highly- skilled support they receive.
- In 2014 in Year 6, the proportion of pupils making and exceeding expected progress was above average in reading, writing and mathematics. Indeed, the proportions reaching the higher Level 5 were significantly above average overall. The success of the school's actions to improve progress and standards in writing across school is reflected in the above average proportions of pupils reaching Level 5 and Level 6.
- The extremely high expectations and high quality teaching across school mean that the most-able pupils are provided with more challenging work to stretch their abilities as soon as they are ready. This is particularly evident in writing, where pupils are given very precise guidance on how to construct their work and highly stimulating opportunities to write that result in the writing of the most-able pupils reflecting a mature development of ideas and skilled use of language.
- The teaching of spelling, punctuation and grammar is excellent and pupils love to apply the skills they are taught and to share their writing with others in class to improve it still further. This was clear when pupils in Year 2 were improving their poetry and when pupils in Year 4 were writing in character.
- Pupils' progress in reading is outstanding thanks to highly-skilled and systematic teaching and the decisive action taken to provide just the right level of precisely targeted additional support by well-trained teaching assistants. Although results in the Year 1 national screening check on reading in 2014 were below average, those pupils re-taking assessment checks in Year 2 attained above average standards, reflecting their good understanding of the sounds that letters make. Pupils continue to develop a love of reading and considerable improvement in accuracy and understanding through school.
- Pupils demonstrate a real love of mathematics, because much success and motivation are ensured by the whole-school focus on developing a secure understanding of concepts and basic skills. Pupils also demonstrate increasing confidence in the different ways to tackle interesting and challenging problems. Such very practical tasks stretch their thinking and ability to work with partners in applying their calculation skills. Pupils use information and communication technology (ICT) resources confidently and accurately to support their work.
- Extremely caring and high quality additional support, including staff who speak many languages, ensures that pupils from minority ethnic groups, including the increasing number who speak English as an additional language and those with special educational needs, make outstanding progress.
- The work of disadvantaged pupils in school and records of their progress show they are achieving and attaining as well and sometimes better than others in school in all classes. In Year 6 in 2014 the gap in the attainment of disadvantaged pupils, compared to their peers, closed significantly. The attainment of disadvantaged pupils was a term ahead of the others in their year group overall and half a term ahead of others nationally. They were just over a term ahead of others in school in writing and mathematics and half a term ahead in reading. Compared with non-disadvantaged pupils nationally, they were broadly average in reading and mathematics, but a term ahead in writing.

The early years provision**is outstanding**

- Children settle quickly thanks to the highly creative and supportive learning environment, well-established routines and the excellent links with parents through daily contact, home-school books and open days.
- All children, including the most able, those with special educational needs and the increasing number with English as an additional language, make outstanding progress from their different starting points which are usually significantly lower than those typical, especially in their language and personal development. The proportion of children who reach a good level of development is broadly average. As a result, children are well-prepared for Year 1.
- Staff demonstrate high expectations and an excellent knowledge of how children learn and develop. They grasp every opportunity to capture children's interests and extend their learning. High quality teaching and very caring relationships help children to flourish as inquisitive learners and to feel safe.
- Staff make detailed observations of what children can achieve and their attitudes to learning in high quality, individual 'Learning Journeys'. These are used to focus on the needs of individuals so that they get just the right kind of support and stimulus to succeed in the range of activities children choose for themselves and those led by adults. This helps children to develop their early reading, writing and mathematical skills exceptionally well. Children demonstrate increasing confidence in recognising the sounds that letters make and counting accurately, such as when using number fans to spot the missing numbers.
- The behaviour of children is outstanding. Children showed great perseverance when asked to draw and label a map of Paddington Bear's journey or when eagerly discussing what they had found on the animal hunt outside. They quickly learn to be respectful to adults and one another as when working with 'talk partners'. They learn and play co-operatively, listen attentively and share and handle equipment safely.
- Children demonstrate an excellent awareness of personal safety and the safety of others and they are kept safe through high quality risk assessments.
- The leadership of the early years is strong. The new leader has a very clear understanding of strengths and areas for further development and shares the headteacher's uncompromising desire to continuously improve the achievement of children.

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	131314
Local authority	Liverpool
Inspection number	453248

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	498
Appropriate authority	The governing body
Chair	Paul Fillis
Headteacher	Karen Hutchings
Date of previous school inspection	5 November 2007
Telephone number	0151 263 4447
Fax number	0151 263 4447
Email address	cbarlow@newparkprimary.com

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 and 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 2014

