

# Huyton-with-Roby CofE Primary School

Rupert Road, Huyton, Liverpool, L36 9TF

**Inspection dates** 22–23 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Leadership and governance are now effective. New systems for tracking and measuring pupils' progress and improvements in teaching have resulted in improved achievement by pupils. This is now a good school.
- Pupils' progress across the school in reading, writing and mathematics is good and improving rapidly.
- A good proportion of pupils are working at the level expected for their age. More pupils than in previous years are working at a higher level, especially in reading and mathematics.
- Disabled pupils and those who have special educational needs make good and often better progress from their starting points because of good support.
- A lively curriculum and good teaching in the early years provide children with a secure and happy start to school life.
- Pupils are proud of their school. Pastoral work is a strength and, as a result, pupils are happy, feel safe and are cared for well.
- Behaviour is good. Pupils' positive attitudes to learning contribute well to the good progress they make.
- The curriculum reflects the school's Christian ethos. Effective experiences promote pupils' spiritual, moral, social and cultural development well.
- Teachers have high expectations of what pupils can achieve. They make learning interesting, ask searching questions of pupils to check understanding and provide clear explanations in lessons.
- Checks on the quality of teaching are rigorous. Regular training and support provided for teachers mean that the quality of teaching is now good.
- Governors know the school well. They effectively support and challenge school leaders.

### It is not yet an outstanding school because

- Pupils' achievement in writing is not as good as in reading and mathematics. Too few pupils reach the higher levels in this subject.
- Disadvantaged pupils are still not doing quite as well as other pupils in the school.
- Teaching does not support the most able pupils sufficiently in developing their writing and vocabulary.
- The school's marking and handwriting policies are not fully implemented across the school.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. They observed learning in classes, including several joint observations with the headteacher and deputy headteacher.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the work in the outdoor areas.
- Inspectors talked with pupils as they played at break times, and visited the dining hall at lunchtime. They also observed pupils' behaviour as they moved around school and spoke with pupils attending the breakfast club.
- Inspectors met with three groups of pupils and spoke to them about their work.
- Inspectors met with seven governors. They spoke to a representative of the local authority and met with members of school staff.
- Inspectors spoke to parents at the start and end of the school day. They took account of the 29 responses to the online questionnaire (Parent View) and of the school's most recent questionnaire issued to parents. They also took account of returns to the staff questionnaire completed during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress and school improvement and external views of the school.
- Inspectors also scrutinised records relating to behaviour, attendance and safeguarding.

## Inspection team

Lyn Pender, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Elaine White	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The early years provision consists of part-time Nursery and full-time Reception classes.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is broadly similar to the national average.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium funding, is above average. This is additional funding the school receives for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has experienced a number of staffing changes since the last inspection, including changes to the leadership of the early years. This provision is currently managed on an interim basis by the deputy headteacher and the Key Stage 1 leader.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governing body provides a breakfast club for pupils who attend the school.
- The school holds the Arts Mark Award.
- A privately run out-of-school club operates on the school site. This is subject to separate inspection arrangements. Inspection reports for this provision may be viewed at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

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

- Improve the quality of teaching and its impact on pupils' learning in reading, writing and mathematics by:
  - improving the consistency of marking
  - ensuring pupils have time to make corrections and act on the guidance provided in marking, as laid down by the school's policy
  - implementing a consistent handwriting policy across the school.
- Further raise pupils' achievement in writing, particularly the most able, by ensuring there is a sharp focus on developing higher-level skills and vocabulary enrichment.
- Close the remaining gaps between the achievement of disadvantaged pupils and other pupils by continuing to implement and develop the wide range of strategies that have been put in place in the current year.

## Inspection judgements

### The leadership and management are good

- The headteacher and governing body, ably supported by the deputy headteacher and other senior leaders, have successfully maintained a strong focus on improving the quality of teaching. As a result, achievement is now good and pupils' good behaviour has been maintained. Standards continue to rise and the school is well placed to continue to improve.
- Staff work as an effective team and all share the headteacher's determination to continue to improve.
- Leaders make regular checks on the standards reached by pupils. Senior leaders use the information gathered from the school's internal tracking system to determine the next steps for improving the achievement of any pupils who may be falling behind. As a result, gaps between different groups including those who are disadvantaged are closing, though there is further room for improvement.
- School leaders have an accurate view of the school's strengths and areas needing further development. School plans are well-focused on the correct priorities and identify clear actions to bring about improvement. Senior and middle leaders regularly check the quality of teaching and use the outcomes to identify the training needs of staff. All staff have clear targets aimed at continuing to improve their performance. Teachers' pay is linked to the achievement of pupils in their care.
- Leadership of the provision for disabled pupils and those who have special educational needs is a strength of the school. Support is carefully tailored to meet the needs of identified pupils and as a result, they achieve well. The pastoral care team in the school also provides very effective support for pupils including those whose circumstances might make them vulnerable.
- Those pupils eligible for the pupil premium benefit from additional support, according to their individual needs, both pastorally and educationally, showing effective use of extra funding. For example, teaching is tailored to address any gaps in previous learning and some educational visits focus well on building pupils' personal and social development.
- Warm relationships ensure that pupils enjoy school. All pupils are made welcome and the school's Christian ethos strongly underpins all it does. Pupils' spiritual, moral, social and cultural development is very important to the school. British values of honesty and respect are strongly promoted. The pupils' work on equality and tolerance is carefully displayed. The school considers the emotional well-being as crucial to raising standards and developing young people who are caring citizens, well-prepared for life in modern Britain. The school is successful in promoting equal opportunities. All pupils are treated fairly and discrimination of any kind is not tolerated.
- The curriculum is well organised. It captures and responds well to the interests of pupils and is enriched with a range of visits and school clubs. The curriculum ensures that pupils have opportunities to read, write and use their mathematical skills in different subjects. Pupils are enthusiastic about the range of sporting and creative opportunities they enjoy at school. Classes have particularly enjoyed the 'Play in a day sessions' held this term.
- Leaders and governors spend the primary sports funding effectively. They ensure that all pupils gain from an improved quality of teaching and the opportunity to participate in a wider range of sports and physical activities. This encourages pupils to adopt an increasingly more active and healthy lifestyle.
- Rigorous systems for safeguarding pupils are checked and updated regularly and statutory requirements are met well. Leaders ensure staff are well trained and have a secure understanding of their role in the protection of children. This contributes well to keeping all pupils safe.
- Staff forge good partnerships with parents and these help to ensure that pupils attend school regularly and on time. A very small proportion of responses to Parent View expressed concerns about some aspects of the school including leadership. However, responses to the school's most recent questionnaire to parents, and parents who spoke with inspectors, expressed almost overwhelmingly positive views.
- The local authority provides effective support for the school which is helping to bring about improvements.
- **The governance of the school:**
  - The impact of the work of the governing body on school improvement is good. Governors effectively challenge and support school leaders. They know the school very well and visit regularly to gain accurate first-hand views of school life.
  - Governors use with good effect the range of very valuable skills they bring to the school. They monitor the school's performance regularly, understand data about it and are becoming increasingly challenging in the questions they ask to hold school leaders to account for all aspects of the school's performance. Governors have a clear understanding of the link between teachers' performance and salary progression and use the Teachers' Standards to help manage teachers' performance. They support the headteacher in ensuring that good teaching is rewarded and any underperformance of staff is quickly tackled and

put right.

- Governors ensure that additional funds, such as the primary sports funding and pupil premium, are used effectively. For example, they ensure that the pupil premium is carefully used to support eligible pupils. They check that funds are having a good effect on pupils' achievement and the experiences they have.
- Governors maintain a strong focus on ensuring that safeguarding arrangements meet statutory requirements and are effective.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around school. They are polite, show kindness to one another and are highly respectful of one another and adults.
- Inspectors agree that pupils' attitudes to learning have improved. Pupils are eager to learn and display good and sometimes excellent levels of concentration in class. Pupils cooperate well when working with others. For example, Year 6 pupils enjoyed sharing their ideas and listened well to each other as they used drama to depict a scene from Shakespeare's *Richard III*. A few pupils who sometimes find it difficult to manage their own behaviour are supported effectively by the teachers and well-trained teaching assistants.
- Pupils make a good contribution to different aspects of the life of the school. School council members take their role seriously and pupils like the way the peer mentors help other pupils on the playground. Pupils enjoy sharing their work with one another. As part of the school's focus on reading many pupils have become authors and they enjoy sharing the books they have written with other pupils across the school.
- The breakfast club is well organised and pupils of different ages play happily together. This gets the school day off to a happy and punctual start.

### Safety

- The school's work to keep pupils safe and secure is good.
- All parents who responded to Parent View and those who spoke to inspectors said that their children feel safe in school.
- Procedures for vetting staff and visitors are thorough and all safeguarding arrangements are met and reviewed regularly. Staff and governors are appropriately trained.
- Through its curriculum, the school actively develops pupils' understanding of how to act to keep themselves safe. For example, when they use the internet, pupils know they should not share personal information.
- Pupils are aware of the different types of bullying, including cyber-bullying, and the impact this can have on them, their friends and others. They report that bullying is rare and the school's records support this view. Pupils know who to turn to if they have any worries.
- The school experienced a dip in attendance following the last inspection. Because of the concerted efforts of pupils, staff and parents, this picture has improved and attendance is now broadly average. The work of the pastoral care manager with the families of those pupils who sometimes find it difficult to attend school regularly is proving successful.

## The quality of teaching is good

- The quality of teaching has improved since the last inspection. It is now good and is continuing to improve. This is leading to pupils' more rapid progress. Parents consider the teaching their children receive is good.
- Pupils respond well to their teachers' high expectations of what can be achieved in lessons. As a result, they strive to do their best and achieve well.
- Well-trained teaching assistants work closely and skilfully with teachers to support pupils' learning, especially disabled pupils and those who have special educational needs.
- Disadvantaged pupils are doing increasingly well from their starting points. Leaders and teachers are clear about the levels at which pupils are working. Better-focused teaching of reading, writing and mathematics in class, in small groups and individually, is leading to higher standards and faster progress. However, there has not been enough time to see the full impact of these changes on the progress of disadvantaged

pupils in particular and there is more to do to close the gaps completely.

- The teaching of reading skills has improved and pupils read widely and often. Children gain a good understanding of phonics (letters and the sounds they represent) in the early years and this good practice is maintained in Key Stage 1.
- In mathematics, teachers provide clear explanations to deepen pupils' knowledge of calculations and mathematical methods. Pupils' books show that they are developing the ability to reason and apply this knowledge to problem solving.
- Senior and middle leaders have successfully focused on improving the accuracy of teachers' checks on what pupils know and can do. Teachers use this information to plan future activities that capture pupils' interests and move learning on. All teachers provide clear explanations about the concepts being taught and ask a wide range of questions to identify any misconceptions so these can be overcome quickly.
- The school's work to improve the quality of marking is evident. However, the school's policy on marking is not consistently applied. Sometimes marking does not give pupils precise enough advice about how they can improve their work. Teachers do not always make sure that pupils make corrections or act on the advice given in marking so that they can improve their work.
- Pupils enjoy the way their teachers weave subjects together into topics and they generally take a pride in their work. However, handwriting tends to be untidy and no clearly consistent style is evident across the school.
- Teaching now develops basic writing skills well in literacy lessons and when pupils write in other subjects. However, pupils, including the most able pupils, do not use enough complex grammar and punctuation in their written work to reach the higher levels and make even faster progress in writing.
- The enjoyment of reading is promoted well and pupils read widely and often. They particularly appreciate the new books that have been provided as part of the school's successful focus on improving achievement in reading. Pupils are encouraged to consider themselves authors and they eagerly produce their own books which they enjoy sharing with younger and older pupils. As a result of this focus on reading, pupils are beginning to develop a richer vocabulary, which they are starting to use in their written work. However, this aspect of learning is still at a relatively early stage of development.

### The achievement of pupils

is good

- As a result of improvements in the quality of teaching, standards are rising steadily across the school. Pupils now achieve well from their starting points, although this has not always been the case in previous years.
- Standards at the end of Key Stage 1 have been below the national average for a number of years. However, school data and inspection evidence show that a good proportion of pupils in Year 1 and Year 2 are working at the levels expected for their age in reading, writing and mathematics and more are working at the higher levels, particularly in reading and mathematics.
- Pupils generally reach the level expected for their age in reading, writing and mathematics by the end of Year 6. However, over time fewer pupils than expected have consistently reached the higher levels in any subject. School tracking data and work in books show that more pupils are now working at the higher levels, particularly in reading and mathematics.
- Almost all pupils in Year 6 are making the progress expected of them in all subjects and a good proportion are doing better than this in reading and mathematics.
- Internal tracking data and pupils' work show a similar picture of improvement. Across the school, pupils are making more rapid progress, particularly in reading and mathematics, than that seen in recent years. As a result pupils' progress throughout the school is good and continues to improve.
- In 2014, the gap between disadvantaged pupils in the school at the end of Key Stage 2, other pupils in the school and non-disadvantaged pupils nationally was around three terms behind in reading, writing and mathematics. Generally, the progress made by disadvantaged pupils was slower than that of other pupils.
- Inspection evidence and school data indicate that the gaps are closing for current disadvantaged pupils and they are reaching standards closer to non-disadvantaged pupils. Disadvantaged pupils in the school are now making at least the progress expected of them from their starting points and an increasing proportion are doing better than this. The pupil premium is carefully targeted to ensure eligible pupils have focused support to overcome previous gaps in learning.
- The most able pupils are achieving increasingly well. Work in pupils' books shows that more pupils are working at the higher levels in reading and mathematics but not yet as many in writing.
- Disabled pupils and those who have special educational needs are supported well by skilful staff who know

their needs well. As a result, these pupils make good and often very good progress, often from significantly below typical starting points.

- In 2014, the proportion of pupils who met standard for the Year 1 phonics check was close to the national average. Pupils read regularly and with increasing fluency. They particularly appreciate the range of new books provided as part of the school's increased focus on reading. For example, during the inspection Year 2 pupils were enjoying learning about the Great Fire of London. They excitedly read the bright, colourful and informative books to learn new facts. This focus on reading is beginning to contribute well to the development of pupils' vocabulary but there is more to do.

### The early years provision

is good

- The interim management of early years is effective and the leadership of the provision is good. As a result, the quality of teaching in the Nursery and Reception Years has improved and is securely good.
- From starting points mostly below those typical for their age, children in the current Nursery and Reception classes are making good progress in all areas of learning. The proportion of children attaining a good level of development is now much closer to the national average. This is an improvement on the previous two years when the proportion of pupils reaching the expected level for their age was lower than average because of some weaknesses in teaching. Children are increasingly well prepared to start Year 1.
- Throughout the Nursery and Reception classrooms, and the vibrant outdoor area which is shared by all classes, a well-ordered, busy learning environment exists. Children play and learn happily and confidently together. Well-established routines and positive relationships with all adults ensure that children are well cared for and behave well. This allows all to thrive in this safe learning environment.
- Actions taken by leaders this year have led to changes to the organisation of learning throughout the early years. A balance of child-led and adult-led activities is now in place. Bespoke teaching of groups and individuals allows the adults to develop children's skills, knowledge and understanding well, particularly of reading, writing and mathematics. A rich range of activities are provided for children to choose from as they develop their own ideas and practise the skills they have learnt with their teachers and teaching assistants.
- The early years curriculum is well planned and meets children's needs well. A range of exciting and interesting activities are regularly adapted to respond to children's needs and interests. As a result children develop great levels of curiosity. During the inspection the children were learning about living things. They were fascinated by the wormery in the outdoor area and the eggs in the incubator which they hope are soon to hatch into chicks.
- Leaders plan effectively for learning. Systems to track the progress made by children are now securely in place to allow leaders and teachers to identify any child at risk of underachieving.
- Early mathematics and reading skills are taught well. Children are developing an interest in writing and often choose to write about the things they are doing as they play and learn together. As a result writing skills are also developing well.
- Parents feel welcome in school and hold positive views of the teaching and care their children receive.
- Welfare requirements are met well and children are kept safe. Staff make regular checks on equipment and assess all areas for possible risks to 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

<b>Unique reference number</b>	104451
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	462332

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon John Stanley
<b>Headteacher</b>	Jill Stratford
<b>Date of previous school inspection</b>	9 July 2013
<b>Telephone number</b>	0151 477 8460
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