

# Green Park Primary School

Green Park, Maghull, Liverpool, Merseyside, L31 8BW

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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 headteacher is a strong and effective leader. Her clear determination that each pupil should achieve their potential is shared by all staff and governors.
- Senior leaders' sharp focus on teaching and pupils' achievement means that both continue to improve.
- Behaviour is outstanding. Pupils are eager to learn and their conduct in lessons and around school is often exemplary. They make an excellent contribution to the life of the school.
- The well-organised curriculum develops the basic skills of reading, writing and mathematics well. It provides a range of rich experiences, which contribute extremely well to pupils' spiritual, moral, social and cultural development. Pupils are very well prepared for life in modern Britain.
- Children in the early years get off to a good start in their school life because of good teaching.
- Green Park is a happy school. Pupils feel extremely safe and their parents agree with this view. The school's arrangements for keeping pupils safe and secure are outstanding.
- Teaching is good over time and there are examples of outstanding classroom practice. Teachers plan activities that engage and motivate pupils who listen attentively and work hard in lessons.
- Governors know the school's strengths and areas for improvement well. They provide effective support and hold school leaders to account well.
- Pupils achieve well. Almost all pupils make the progress expected of them in reading, writing and mathematics and an above-average proportion do better than this in reading and mathematics.
- By the end of Key Stage 1 and Key Stage 2 standards in reading and mathematics are above average. Standards in writing are improving and are similar to the national average.

### It is not yet an outstanding school because

- The quality of teaching is not yet leading to outstanding overall achievement. This is because achievement in writing is not as strong as in reading and mathematics. Although gaps are closing, boys, particularly the most able, do not achieve as well as girls in this subject.
- Some of the activities provided for children in the early years do not always support the best development in writing.
- On occasion, pupils do not have enough time to make the most of the guidance provided in teachers' marking.
- Some middle and subject leaders are at an early stage of developing their areas of responsibility.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. They observed learning in classes including one joint observation with the 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.
- 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. Inspectors talked to pupils attending the breakfast club.
- Inspectors met with three governors. They spoke to a representative of the local authority and met with members of school staff, as well as with three groups of pupils.
- Inspectors spoke to a number of parents at the start of the school day. They took account of the 37 responses to the online questionnaire (Parent View) and further information from parents received by letter and in a phone call. Inspectors also took account of the school's most recent questionnaire issued to parents and returns to the staff questionnaire completed during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement and external views of the school. Inspectors also scrutinised records relating to behaviour, attendance and safeguarding completed by school staff and governors.

## Inspection team

Lyn Pender, Lead inspector	Additional Inspector
David Fann	Additional Inspector
Geoffrey Yates	Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most other primary schools. There is a much higher than average proportion of boys in most year groups.
- Nursery children join the school in the term of their third birthday. They attend the Nursery class part time and the Reception class full time. Each year some children join the school in the Reception class. The local authority provides additional funding for up to four places for children in the early years from across the borough whose development is significantly delayed when they start school.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is well below the national average.
- The proportion of disadvantaged pupils eligible for support through pupil premium funding is much lower than that found in most other schools. The pupil premium is additional funding provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has experienced some changes to staffing since the last inspection including a number of maternity related absences.
- 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 governors provide a breakfast club for pupils who attend the school.
- Green Park is an alliance member of the Holy Rosary Teaching School. The headteacher is a local leader of education and provides support for local primary schools.

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

- Further improve the quality of teaching and its impact on pupils' learning, particularly in writing, by ensuring that:
  - in line with the school's marking policy, pupils have time to make corrections and act on the guidance provided to improve their work and make the same rapid progress in all subjects
  - activities to develop children's early writing skills are well-planned and consistently effective in the Nursery and Reception classes.
- Close the remaining gaps between the achievement of boys and girls in writing by continuing to develop and implement the wide range of strategies that have been put into place.
- Strengthen the impact of leadership by further developing the skills of middle and subject leaders so that all can make a full contribution to the ongoing improvements in the areas they lead.

## Inspection judgements

### The leadership and management are good

- The headteacher, ably supported by the deputy headteacher, leads the school exceptionally well. Her relentless drive on improving standards and commitment to providing the best possible learning experiences for all pupils is shared by governors and staff. As a result the quality of teaching and pupils' achievement has improved since the last inspection. Further success can also be seen in the improvements to pupils' behaviour and the measures taken to ensure pupils are kept safe and secure.
- School leaders have an accurate view of the school's strengths and weaknesses. They have correctly identified the priorities for the school, including the need to improve achievement further, especially in writing, and to close the remaining gaps in standards between boys and girls in this subject.
- Some middle and subject leaders are increasingly involved in checking the quality of teaching and pupils' achievement; however, other leaders, some of whom are new to their roles, are at an early stage of leading their areas of responsibility.
- The school tracks the progress of all pupils meticulously. Immediate help is given to any pupils who are falling behind to ensure they catch up quickly.
- The curriculum is lively and engaging. Pupils like the way teachers organise the learning into interesting topics. They particularly enjoy the wide range of trips, visits and visitors provided to bring the curriculum to life. The development of pupils' skills in information and communication technology (ICT) is a strong focus and this aspect is taught well through most other subjects. The school has adapted its curriculum to comply with new national requirements and is developing new methods to check how well pupils are doing.
- Arrangements for managing teachers' performance are well established and robust. Teachers know they are accountable for pupils' progress. Where any weaknesses in teaching are identified, leaders take rapid and effective action to secure the improvements needed. Staff training makes sure that there is a relentless focus on improving standards. Firm links exist between teachers' pay and pupils' achievement.
- Pupil premium funding is used to support the small numbers of disadvantaged pupils. The progress of these pupils is closely monitored through rigorous tracking systems ensuring that they make the same progress as other pupils in the school and elsewhere.
- Because of effective provision, disabled pupils and those with special educational needs are well catered for. Pupils' individual needs are carefully identified and the right level of support is provided. As a result pupils make at least good and sometimes better progress in their learning. This confirms that the school is committed to fostering good relationships and to ensuring equality of opportunity. Discrimination of any kind is not tolerated.
- Pupils' spiritual, moral, social and cultural development is outstanding. Creatively interwoven into lessons, assemblies and daily acts of worship, this aspect of pupils' development is enhanced well by many extra-curricular activities and opportunities.
- The primary sports funding is used effectively. The specialist teaching which has been commissioned from the local high school is valued by staff and pupils alike. This support provides high-quality physical education lessons for pupils and improves the skills of teachers. Pupils enjoy an increased range of physical activity after school and many regularly participate in competitive sports activities with local schools. Pupils confidently talk about the importance of exercise as part of a healthy lifestyle.
- Safeguarding requirements are fully effective. Staff have received training in child protection issues and this ensures that there is an excellent level of care for pupils. Risk assessments and record keeping arrangements are thorough and robust.
- The local authority provides appropriate light touch support for this good school. It agrees with the school's view of its performance and its priorities. Partnerships with other schools are effective. The headteacher provides support for other schools as part of her role as a local leader of education.
- Parents' opinions of the school are high. They say that their children are well-cared for. They feel well-informed about how well their children are doing.
- **The governance of the school:**
  - Governors know the school well. Many make regular visits to find out about the day-to-day life of the school. The governing body receives detailed reports about pupils' achievement and improvements in the quality of teaching. The governing body has been reconstituted and a robust committee structure is in place. Governors ensure that they keep their training up to date and deploy the skills they bring to the role effectively. Governors robustly challenge senior leaders. They compare the school's performance with other schools nationally and make sure that clear links exist between teachers' performance in the classroom and decisions about their pay. This enables governors to tackle any

underperformance effectively and reward excellent teaching. Governors have an excellent understanding of how the pupil premium is deployed and its impact on disadvantaged pupils' performance and well-being. They know that the primary sports funding is being used effectively. The school's safeguarding arrangements are effective and governors carry out regular, thorough checks of the school's systems and procedures.

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

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are very proud of their happy, harmonious, school community. They are kind and considerate and treat each other, and the staff who teach and care for them, with a great deal of respect.
- Highly positive attitudes to learning are evident throughout the school. Absorbed in their work in lessons, pupils display a love for learning which enables them to make at least good and often rapid progress over time. Pupils and their parents agree that behaviour is of a high standard.
- Levels of concentration in lessons are very good and are sometimes impressive. During a Year 3 lesson, all pupils were engrossed in a game of chess. The only sound that could be heard was the 'tap' of pieces as they were skilfully moved around the chessboards. Pupils took turns, watching patiently while their partner determined their next move.
- Behaviour in class and around school is often impeccable. School records show that behaviour over time is outstanding and incidents of unacceptable behaviour are infrequent and rarely disrupt the learning of others.
- Pupils respond well to the opportunities provided for them to take on school responsibilities, including roles such as school council members. Older pupils enjoy helping the younger pupils. Pupils regularly take responsibility for raising funds for various charities.
- Pupils strongly believe that adults value and listen to their views and suggestions to make the school a better place. For example, the school council recently considered what the term 'British values' meant to them. Members of the council took their role in this work very seriously. They divided up the terms such as tolerance and democracy and set to work with a will. The huge posters created reflect the mature discussions which took place and demonstrate pupils' excellent spiritual, social, moral and cultural development. Council members then shared their thoughts with each class.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Leaders track pupils' behaviour very carefully. Detailed records are kept and reviewed regularly to ensure all are kept safe. School rules are clear and pupils think that all staff apply these and the rewards system consistently and fairly.
- The curriculum is carefully planned to ensure that pupils are provided with age appropriate information to keep themselves safe. For example, during the inspection the Year 6 teacher skilfully built on the contents of a play that the class had watched the day before. Pupils maturely discussed the dangers of drugs including those known as 'legal highs'. They used drama to portray how they would recognise and deal with peer pressure should they be faced with dilemmas.
- Pupils say bullying is rare and school records support this view. They trust the adults to deal with any issues swiftly and firmly. Pupils have an excellent understanding of the different forms of bullying including that involving the internet, other social media sites and mobile technology. Older pupils understand prejudiced-based bullying including that of racism.
- Pupils who spoke to inspectors say that they enjoy all the school has to offer. The breakfast club is popular and gets the day off to a great start for the pupils who attend. Pupils are very keen to say how much they benefit from a wide range of clubs. These contribute extremely well to their physical development, resilience and emotional and personal well-being.
- Pupils enjoy school. They attend regularly and on time.

**The quality of teaching** is good

- The quality of teaching over time is typically good. Senior leaders' records and work in pupils' books and in their electronic portfolios show that it is improving and that some is now outstanding.
- A significant feature of the good teaching in the school is the calm and well-ordered classrooms. Expectations of what pupils can do and achieve are high. Activities are well thought out and capture the interests and imagination of pupils. As a result learning is purposeful and pupils are keen to do well. They get on with their work quickly and enthusiastically with little learning time lost. Pupils strive to do their best and the presentation and quantity of work produced in many classes is impressive.
- There is a strong focus on teaching reading skills throughout the school and phonics (letters and the sounds they make) are taught successfully in Key Stage 1. Pupils read a variety of books including those linked to the topics they are studying. Leaders have widened the range of books available for pupils this year. The reading preferences of boys, in particular, have been taken into account and, as a result, boys report that they have more choice and they are reading more regularly and with greater enjoyment.
- Teachers ensure that the basic skills of grammar, spelling and punctuation are taught well throughout the school. Pupils confidently use a range of writing skills when they write in literacy lessons and in other subjects. They write at length in imaginative and interesting ways and produce a good quantity of work. Senior leaders have taken decisive action to improve the quality of writing, particularly by the most able boys. However, some gaps still remain between the standards reached by boys and girls across the school as there has not been enough time to see the full impact of these actions.
- The teaching of mathematics is effective. Pupils are provided with activities that challenge their mathematics thinking. Number facts and calculation skills are taught well and pupils gain in confidence as they apply their knowledge to solve a range of mathematical problems. They are encouraged to explain their thinking as they work. This helps them recall facts, rehearse what they have learnt and gain a deeper understanding of mathematics.
- Teachers skilfully use questioning to identify misconceptions and move learning on in lessons. Marking has improved in the current year in response to senior leaders' focus on this aspect of teaching. Detailed next steps are provided, particularly when pupils write in literacy lessons or in other subjects. However, at times, teachers do not always allow enough time for pupils to make corrections and act on this guidance in accordance with the school's marking policy. As a result opportunities for pupils to make more rapid progress, particularly in writing, are sometimes missed.
- Teaching assistants are well-deployed and make a valuable contribution to pupils' learning. They provide effective targeted support for individuals and groups of pupils. As a result disadvantaged pupils and those who are disabled or have special educational needs make good progress in writing and often do better in reading and mathematics.
- Pupils enjoy the way that subjects are woven together in topics. Many topics have aspects of ICT and computer coding is taught well. Pupils appreciate the way teachers often bring learning to life through the use of modern technology, for example by showing film and video clips on the interactive whiteboard. Confident use of computers and other technology by pupils to support their learning are regular aspects of many lessons.
- The regular opportunities provided for pupils to learn together in small groups are popular and promote pupils' spiritual, moral, social and cultural development extremely well. They enjoy sharing their thoughts and ideas with others. Older pupils, in particular, appreciate the opportunities provided for them to deepen their understanding of some difficult issues.

**The achievement of pupils** is good

- Pupils make good overall progress and achieve well. The headteacher maintains an unrelenting focus on improving the quality of teaching and, as a result, pupils' achievement across the school continues to improve.
- Children enter the school with skills and abilities broadly typical for their age, although the range of abilities can vary from year to year. All children make at least typical progress and in recent years the proportion reaching the standards expected for their age at the end of the Reception Year has been similar to the national average.
- At the end of Key Stage 1, pupils consistently reach standards above the national average in reading and mathematics. In writing, standards have continued to improve over the last three years; however, they are still not as high as those in reading and mathematics and, at the higher levels, girls do better than



boys.

- Over time, pupils at the end of Key Stage 2 reach above-average standards in reading, mathematics and spelling, grammar and punctuation. Standards in writing are similar to the national average with girls in the school doing better than boys at the higher levels in this subject. Pupils in Year 6 are well-prepared for secondary school.
- Disabled pupils and those with special educational needs make at least good progress from their individual starting points. Well-trained teachers and teaching assistants have a very clear understanding of the precise needs of these pupils and provide well-targeted support that helps them achieve well.
- Increasingly, the most able pupils across the school are working at standards above those expected for their age, particularly in reading and mathematics. Achievement is not strong in writing because, sometimes, pupils do not have the chance to build on the advice given in teachers' marking to make even more rapid progress in this subject. Boys still do not do quite as well as girls in writing.
- At the end of Key Stage 2 in 2014, disadvantaged pupils made good progress. As cohorts of disadvantaged pupils are small, it is difficult to make accurate comparisons between their attainment and that of other pupils in the school, or with other pupils nationally. However, school data and work in pupils' books show that, across the school, disadvantaged pupils continue to make similar progress to their peers, and in some year groups they are doing better than this. Consequently, any gaps in attainment are closing.
- The teaching of reading is a strength of the school. Pupils consistently reach standards above the national average in the Year 1 national screening check on phonics. Teachers promote reading for pleasure very effectively. Pupils read regularly in school and at home. Throughout the school many show a passion for reading.
- Progress in other subjects in the curriculum is good. Pupils regularly practise their literacy and numeracy skills in topics linked to geography and history. Skills in computing are particularly well developed and pupils frequently use their knowledge to share their ideas and develop their understanding of other subjects. Pupils regularly contribute to the blog on the school website to share their work and school experiences.

### The early years provision

is good

- Children play and learn happily together in the Nursery and Reception classes. Routines are well-established and relationships are warm and encouraging and help ensure that all children are well-cared for and behave well. Parents speak highly of the way their children have settled and say that they are made to feel very welcome and can contribute to their child's education.
- Teaching is good in the early years. Adults regularly check how well children are doing and organise learning activities that take good account of what children need to do next in order to make good progress. This is particularly the case in the teaching of mathematics. During the inspection, children in the Nursery class made excellent progress as they excitedly found 'precious' gems in the sandpit. As they eagerly counted their haul of treasure their teacher skilfully stretched their understanding, particularly of the most able, as they confidently recorded their calculations as simple sums.
- Children's phonic skills are developed well by teachers and well-trained teaching assistants. All adults are knowledgeable and well-prepared. They skilfully question children to check their understanding and address any misconceptions. A good range of activities are provided to enable children to improve their phonic skills and apply what they have learnt when they engage in play activities.
- However, currently the development of children's writing skills are not sufficiently reinforced or extended as they engage in the range of free-choice activities provided. Leaders are aware that progress in writing, particularly for boys, is not as rapid as it should be at the moment and steps to bring about improvements are in hand.
- Leadership of early years is good. Teachers and teaching assistants work as a strong team to ensure children feel safe and secure. They apply the school's procedures for safeguarding very effectively and welfare requirements are well met.
- The early years curriculum is well-planned and captures and responds to children's interests well. As a result children develop great levels of curiosity and become increasingly confident and independent learners. Qualities that they take with them as they move up the school.
- Achievement in the early years is good and improving. A larger-than-average proportion of children in the current Reception class is on track to attain a good level of development at the end of 2015 than was the case in recent years. Previously boys, in particular, did not do as well in writing or in the expressive arts

and design. Although progress in writing, particularly for boys, is still not as rapid as that in other areas of learning, progress overall is now good. Children are well-prepared for the Year 1 curriculum.

- All staff are very sensitive to the particular requirements of disabled children and those with special educational needs. The learning and welfare of these children are nurtured well and they make at least good progress.
- The most able children are developing greater independence and some achieve goals in reading and mathematics that are above what is typically expected, and an increasing proportion, including boys, are doing so in writing.



## 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>	104884
<b>Local authority</b>	Sefton
<b>Inspection number</b>	461756

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Cookson
<b>Headteacher</b>	Jayne Hains
<b>Date of previous school inspection</b>	8 September 2011
<b>Telephone number</b>	0151 5262755
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