

Linacre Primary School

Thornton Road, Bootle, Merseyside L20 5ED

Inspection dates

6–7 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The school has been through a period of turbulence in leadership and staffing since the previous inspection. For a time, this hampered improvements to the quality of provision and pupils' achievement.
- Teaching and assessment have not been strong enough over time. Consequently, there are gaps in pupils' knowledge and skills.
- At times, teachers do not move learning on quickly once concepts have been grasped, and work set is sometimes too easy and sometimes too hard. This hinders progress.
- Pupils sometimes lack the stamina to write at length.
- The provision in the early years does not ensure that children learn as well as they should in some areas of the curriculum.
- Some leaders, particularly those new to their roles, are only just beginning to check on learning in their areas of responsibility. This limits progress information for some subjects.
- Plans to ensure that pupils are well prepared for life in modern Britain lack precision.
- Attendance, including that of disadvantaged pupils and some pupils new to the school, remains stubbornly low.
- Although pupils are kept safe, governors do not routinely check the accuracy of statutory safeguarding records.
- Pupils enjoy a broad and balanced curriculum. However, knowledge and skills in the wider curriculum are not developed well enough at times.

The school has the following strengths

- The headteacher has identified the appropriate priorities for improvement. She has acted with urgency to move the school forward in many areas. Staff, parents and carers can clearly see the difference her leadership has made.
- Teaching is improving and pupils are making more progress, though it is too early to see the full effect of this work on pupils' attainment.
- Linacre is a happy and inclusive school. New pupils receive a warm welcome and settle well.
- Behaviour is good. It has improved considerably since the last inspection.
- Pupils are well cared for and feel safe.
- Governance has improved. Governors are well informed and challenge leaders appropriately.

Full report

What does the school need to do to improve further?

- Further improve the impact of leaders' actions by:
 - continuing to develop the skills of leaders, including those new to their roles, to evaluate progress and improve the quality of teaching in their areas of responsibility
 - ensuring that pupils' understanding of British values is developed systematically
 - further developing the wider curriculum to extend and consolidate pupils' knowledge and skills by building on what they already know
 - ensuring that governors check that the single central record is kept up to date.
- Improve teaching, and thereby outcomes for pupils, by ensuring that teachers:
 - make the best use of time in lessons by moving learning on once new work has been grasped
 - continue to eradicate gaps in learning caused by earlier weaknesses in teaching and provide work which challenges pupils appropriately
 - provide more opportunities for pupils to develop resilience and build up stamina when they write.
- Improve the early years by ensuring that adults:
 - intervene to move children's learning on when they work independently
 - provide independent activities to enable children to build on and practise the reading, writing and mathematics skills they have learned in adult-led sessions.
- Continue to work with pupils and their families, including disadvantaged pupils and those who join the school at other than the usual times, to improve attendance.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because, since the previous inspection, leaders have not secured consistently good-quality teaching and learning across the school.
- On assuming the temporary leadership of the school, the new headteacher acted quickly to identify those weaknesses which had not been tackled following the previous inspection. Her concerns about the school's effectiveness were substantiated by external evaluations of the school's work by the local authority. Weaknesses in leadership and teaching and a considerable number of staff absences contributed to pupils' weak outcomes in 2017.
- Since the new headteacher's appointment, the school has successfully addressed many aspects identified as needing improvement. Changes to the leadership structure and root-and-branch changes to governance have been key factors in strengthening the leadership and management of the school. The lack of accurate assessment in reading, writing and mathematics has been addressed.
- The quality of teaching and learning is improving. Nonetheless, some aspects need developing further. Rates of progress are strengthening and current pupils are making better gains in learning than seen in recent years. However, there is more to do to bring about consistently strong teaching and overcome the legacy of previous underachievement.
- Checks on the quality of teaching and learning by senior leaders are accurate. High-quality support and training have made improvements in key areas of teaching. Teachers use their improved subject knowledge to plan lessons based on what pupils already know or can do.
- The headteacher, governors and staff share a clear determination to raise standards and improve all aspects of the school. Senior leaders and governors are knowledgeable and honest in their understanding of what the school does well and where further improvement is needed. Staff morale is high and the high rates of staff absence are now a thing of the past.
- School plans identify the precise actions required to bring about the improvements required. Tight timescales show that leaders understand the need to act with a sense of urgency. Regular reviews of the impact of leaders' actions are undertaken to ensure that improvements are swift and sustained.
- Senior and subject leaders have improved the accuracy of reading, writing and mathematics assessments and the way they check on pupils' progress in these subjects. The monitoring of pupils' learning and progress in other subjects is at an early stage of development.
- Leaders of mathematics and English are enthusiastic and knowledgeable. Links with external consultants have strengthened the skills they need to support colleagues. Leadership of other subject areas and the early years is developing. All leaders are passionate about their roles but there has not been time for them to develop all the

skills necessary to support colleagues in teaching across the wider curriculum.

- Linacre is a nurturing school. Leaders have ensured that the learning mentor and staff provide effective support for all pupils, including those whose circumstances might make them vulnerable. Parents who spoke to inspectors and those who responded to the Ofsted Parent View survey and the school's own most recent parents' survey were overwhelmingly supportive of the school. Parents, including those recently arrived in the country, feel that the staff make them and their children feel very welcome.
- Leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is proving increasingly effective. Governors have secured the services of an experienced temporary part-time leader of SEND provision while the school's own special educational needs coordinator is on maternity leave. Inspection evidence shows that this arrangement is continuing the good work begun previously. School leaders work well with partner agencies to provide prompt and relevant support for individual pupils. Parents whose children receive help from the school commented positively on the difference this has made to their children's progress.
- Senior leaders are using the pupil premium funding well to support the personal, social and emotional development of disadvantaged pupils and overcome barriers that prevent the best learning. The progress made by these pupils is strengthening as a result. However, while the school works very closely with parents to improve the attendance of these pupils, some still do not attend regularly. The attendance of this group remains below the national average. Together with some underachievement caused by previous weaknesses in teaching, this is preventing pupils from making the best possible progress.
- Leaders ensure that pupils benefit from a broad and balanced curriculum covering a wide range of subjects, which is enriched by a number of trips and extra activities. However, leaders are aware that pupils do not always have sufficient opportunity in subjects other than English and mathematics to develop a secure and systematic understanding of each separate subject area. This is because the leadership of some of these subjects has not been developed well enough.
- A culture of respect and tolerance has been created by leaders. Good strategies for pupils' spiritual, moral, social and cultural development are in place and leaders make sure that pupils learn about some of the different British values, such as diversity and democracy. For example, all pupils learn to understand and respect people's different cultures and backgrounds. Specific topics develop other aspects of this work. For example, Year 2 learned what makes a good leader. However, there is no systematic approach in place currently to ensure that pupils of all ages are prepared for life in modern Britain.
- Partnerships created with other schools in a teaching alliance and a local cluster of schools have led to ongoing improvements in the reliability of assessments.
- Effective use of the additional funding for physical education and sport enables pupils to be taught by specialist coaches who work alongside the school's own staff. This funding has also increased pupils' participation in competitive sport and is beginning to help to broaden the range of sports offered. Leaders work hard to make sure that the large majority of pupils are able to swim at least 25 metres when they leave Year 6.
- Leaders provide high-quality support for teachers new to the profession and those

training to be teachers.

- The headteacher has ensured that a clear focus is maintained on ensuring improvements in teaching and pupils' outcomes throughout the recent refurbishment of most of the school building.
- Parents are highly supportive of the school. Many referred to the 'family feel' of the school and commented positively on the changes made since the appointment of the new headteacher. The Parent Teacher Association raised funds to provide the new climbing equipment in the playground, which pupils are having so much fun and enjoyment using.
- Linacre was identified by the local authority as requiring additional help following the previous inspection. Two experienced headteachers have provided some additional support since that time.
- A number of external consultants have also supported the staff. The school is now less reliant on this external support than it was previously. The leaders of English and mathematics, for example, are successfully supporting colleagues in sharing effective practice to bring about improvements in teaching. The school is now in a position to stand on its own feet. It has developed the capacity to continue to improve with only minimal external support.

Governance of the school

- Supported by a national leader of governance, the governing body has undertaken and built successfully on a review of its work since the previous inspection. Significant changes have taken place to the membership of the governing body, with the majority of governors having joined the board since the previous inspection.
- Governors' skills are deployed well to reorganise and strengthen the way they hold school leaders to account for all aspects of the school's performance.
- Governors have a clear picture of the school's strengths and what needs further improvement. They share the new headteacher's ambition for the school and fully support the values and ethos established.
- Governors take a keen interest in all aspects of the school's work. Minutes of governing body meetings show that they receive accurate information about the school's performance from school leaders.
- Governors work closely with senior leaders to ensure that pupils are kept safe. However, checks made on the single central record are not thorough enough to ensure that all the required elements are kept up to date.
- The governing body checks carefully on the spending of additional funding, including the pupil premium and the funding for pupils with SEND. They understand the impact of spending decisions on the personal development of disadvantaged pupils and are fully aware that rates of progress need to continue to improve.
- Governors have tackled some difficult staffing issues robustly. They are aware that, for a significant period of time, much of the senior leadership of the school has rested on the shoulders of the headteacher. The leadership team has been strengthened by a number of recent appointments.

- Governors value the external support arranged by the local authority.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils say they feel safe at school and inspection evidence confirms that the school's day-to-day practice helps to make sure that they are. Staff are vigilant. They are very aware of their duty of care and are alert to any warning signs that a pupil's welfare or safety may be at risk. The school's procedures for following up on concerns are well organised. Staff clearly understand what to do. The school's work with families and a variety of partner agencies is commendable.
- The curriculum develops pupils' understanding of how to keep themselves safe and deal with the potential risks they may face.
- The required checks on staff and visitors are carried out.
- Aspects of the single central record which were incomplete at the start of the inspection had been resolved before the inspection concluded.

Quality of teaching, learning and assessment

Requires improvement

- Over time, leaders have not checked well enough on the quality of teaching or the accuracy of teachers' assessments of the progress made by pupils. This has negatively affected the quality of learning across the school.
- The quality of teaching, learning and assessment is now improving because of the determined work of leaders and staff. Leaders' actions to improve weaker teaching are bearing fruit and pupils are making stronger gains in learning as a result. Nevertheless, there is still a way to go to ensure that good-quality teaching is commonplace. Although pupils are beginning to make stronger progress than in the past, particularly in upper key stage 2, too many pupils continue to have gaps in their learning across different subjects. Pupils are not consistently acquiring the skills and knowledge that the school expects for their age or doing better than this.
- Some teachers have quickly mastered the updated approaches to teaching. These teachers make clear what is to be learned and build well on what pupils already know or can do. Careful account is taken of any gaps in previous learning and work is carefully matched to pupils' needs. Pupils rise to this challenge and progress is often strong as a result.
- At times, though, progress is limited because some teachers do not check thoroughly on what pupils can already do. The work set is sometimes too easy for the most able and too hard for those of lower ability. Sometimes, work does not take enough account of gaps in previous learning. When this happens, progress is hampered as pupils do not have the necessary skills, knowledge and understanding to cope with the demands of the work provided.
- Teachers often use questioning to probe and challenge pupils to think carefully about their answers. They check regularly for misconceptions and provide clear explanations of new learning. However, observations of learning in lessons and work in pupils' books

show that, at times, learning does not move on quickly enough once the tasks set have been completed or concepts have been grasped.

- Pupils' love of reading is being fostered increasingly well. They enjoy the class books their teachers share with them and the wider range of more demanding books available in class libraries. The awards given by teachers for those who read regularly at home are highly sought after and are encouraging good reading habits. This focus on reading is helping pupils to develop a wider and richer vocabulary than was the case in the past.
- Teachers and teaching assistants use good subject knowledge to develop pupils' early reading skills in the early years and key stage 1. However, in phonics sessions, adults do not routinely move learning on quickly enough once pupils have grasped new learning and some pupils do not make the best possible progress as a result.
- Grammar, spelling and punctuation are now taught systematically. This is increasingly providing pupils with the basic skills they need to write effectively. However, pupils do not have enough opportunities to write at length to build up their stamina as writers.
- Basic mathematics skills are being developed systematically. Pupils find their 'maths jotters' really helpful when exploring different ways to tackle problems. Teachers encourage pupils to explain their reasoning when they perform calculations or solve problems. However, sometimes, the work set does not demand enough from the most able and, at times, work proves too challenging for the least able.
- Teaching assistants play a valued role in helping different groups of pupils learn. They make a good contribution to supporting disadvantaged pupils and pupils with SEND. Carefully targeted small-group and individual work is leading to strong progress, particularly in basic literacy skills.
- Homework is set regularly to help pupils recall and practise aspects of basic literacy and mathematics, such as times tables facts and spellings. Far more popular with many pupils and their parents are the projects which are linked to class topics. These projects set out a range of challenges for pupils to tackle in the way they think best, with prizes for the best work completed each half term. Year 4, for example, are currently working on a 'food and flowers' project. Part of their challenge, if they choose to do it, is to cook a simple dish for their families.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they feel safe. They know about different kinds of bullying, including cyber and prejudice-based bullying. Pupils state that bullying incidents are rare and school records support this view.
- Pupils' personal development is well supported. Their welfare is important to staff and adults know pupils well as individuals.
- Pupils have a good understanding of how to keep themselves safe in school, online and within their local community. The curriculum helps them understand how to keep healthy. The daily 'Linacre 10', where pupils and staff walk or run 10 times around the

track provided, promotes an active lifestyle. Helping pupils care for their mental health is a key part of the school's work. For example, recently, pupils have been learning about the positive effects that music can have on their well-being.

- The needs of pupils whose circumstances might make them vulnerable, including those pupils in the care of the local authority, are met well. This is a strength of the school. Pupils and parents speak highly of the support they receive from staff.
- Pupils say they feel listened to. They are encouraged to make a positive contribution to the life of the school. They learn about democracy and vote on key aspects of school life. For example, school councillors elected by their peers helped to create the 'Linacre Values' which underpin the school rules.
- Pupils are soon to greet Orlagh, the school's 'reading' dog. They are learning about her development as she grows from a puppy into a dog old enough to join them in school. They are excitedly looking forward to sitting and reading with Orlagh. All relevant risk assessments have been completed to ensure that everyone, including Orlagh, is kept safe.
- The school helps raise the ambitions and aspirations of pupils and helps them understand the next stage in their education and beyond. Year 5, for example, have spent time at the local high school and the local university.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered. They respond quickly when adults require their attention and listen carefully to each other. They show great respect for the views of others.
- Pupils of all ages are adamant that all are welcome in this inclusive school. Pupils who arrive mid-year, including those who speak English as an additional language and/or have recently arrived in the country, are helped to settle well.
- The school is calm and well organised and has a warm sense of community. Pupils know routines well and show great care for their school environment. Many were keen to tell inspectors about the many recent improvements made to it. They are proud of their school.
- School rules and rewards are understood well by pupils, who think staff apply these fairly and consistently.
- Leaders ensure that the few pupils who experience difficulty managing their own behaviour are helped to do so firmly yet sensitively by adults.
- A new system to record any incidents of poor behaviour or concerns staff may have has been introduced. Records are reviewed regularly by senior leaders and overviews of this information are reported to governors. They reflect the positive behaviour seen during the inspection, both around the school and in class.
- Exclusion rates, which have been higher than average for the last few years, have decreased significantly due to the concerted efforts of leaders and pastoral staff.
- Breakfast club gets the day off to a good start. Pupils of all ages play happily together

until the start of the school day.

- Attendance has a high profile in the school. Leaders continuously promote the importance of regular attendance to pupils and their parents. The school has not shirked the difficult decisions taken to challenge the parents of pupils who do not attend school regularly. The local authority has supported the school in issuing a number of penalty notices. However, the absence rates of some pupils, including disadvantaged pupils and those who join the school at other than the usual time, are still too high.

Outcomes for pupils

Requires improvement

- The context of the school has changed significantly since the previous inspection. A larger proportion of pupils than seen previously join and leave the school at other than the usual time. An increasing proportion of new pupils have recently arrived in the country and/or are at an early stage of speaking English. Some stay only for a short while before moving out of the area. Around a fifth of pupils in the school now speak English as an additional language. This is more than double the proportion seen at the time of the previous inspection.
- These relatively rapid changes to the types of pupil, and some small group numbers, make some comparisons with the school's previous results and national averages unreliable.
- For a number of years, progress at the end of key stage 2 has been below average in reading, writing and mathematics. In 2018, progress improved in all subjects and particularly in writing and mathematics. However, not all pupils made the progress in reading that they should have, taking into account their results at the end of key stage 1.
- Previous weaknesses in teaching and considerable changes in staffing in recent years have meant that too many pupils have not reached the standards expected for their age in any subject. Very few most-able pupils reached the higher standard. Leaders' strategies to improve teaching in English and mathematics had not been in place long enough to have had the intended full effect. Pupils did not make up sufficient lost ground due to gaps in their previous learning.
- In key stage 1, historically, standards have also been weak. The proportion of pupils reaching or exceeding the standards expected for their age remained below average in 2018.
- Disadvantaged pupils in key stage 2 made stronger progress than that seen previously. The proportions reaching the expected standards in reading, writing and mathematics exceeded those of other pupils in the school but remained lower than those of other pupils nationally. In key stage 1, the proportion of disadvantaged pupils reaching the expected standard was low compared with the national average.
- The school's current assessment information, evidence gained in part from observing learning in lessons and looking at work in books, shows that pupils, including those who are disadvantaged, are making stronger progress than previously. However, gaps remain in learning due to previous weakness in teaching and, at times, work does not match the needs of pupils well enough. This hinders progress.

- Pupils with SEND are now making good progress from their starting points as a result of tailored support for their individual needs.
- The proportion of Year 1 pupils who met the standard in the national phonics screening check dipped significantly immediately after the previous inspection. Although the proportion meeting the standard doubled in 2018, it remained lower than the national figure. However, improvements in teaching mean that current pupils, including those who speak English as an additional language, are beginning to make stronger gains in their phonics learning this year.
- While there are some variations in progress, the school's assessment information is now showing that, in key stage 1, there is greater consistency in progress between year groups in reading, writing and mathematics. However, very few pupils, including some of the most able, are working at greater depth in any subject.
- Across the wider curriculum, pupils' progress is sometimes limited because teachers do not set work that challenges pupils, including the most able, sufficiently.

Early years provision

Requires improvement

- Disruptions to leadership and staffing and inconsistencies in the quality of teaching mean that outcomes for children are variable. Provision is not as strong as that seen at the time of the previous inspection.
- Children start the early years with skills that are below, and often well below, those typically expected for their age. In addition, an increasing proportion of children are starting the early years with little or no English. Children make good gains in many areas of learning. However, reading, writing and mathematics development is not strong enough. In recent years, the proportion of pupils attaining a good level of development has declined. It is low compared to the national average and children are not fully prepared for the Year 1 curriculum.
- The new early years leader has a sound understanding of the strengths in the provision and what needs to be improved.
- Staff are caring and children are happy. They have trusting relationships with adults and enjoy playing and learning together.
- Children are nurtured well so they feel increasingly confident and eager to join in activities. They concentrate increasingly well on tasks that capture their interests. They enjoy talking with adults and cooperate well. They respond well to adults' teaching and are keen to learn.
- Children enter the early years with communication, speech and language skills below, and often well below, those typical for their age. A clear focus for all adults is to develop these aspects through regular interaction with the children. As a result, their vocabulary increases well and many chat confidently with adults and each other as they play.
- Many areas of children's learning are developed successfully. Personal, social and emotional learning, in particular, is developed well as children settle quickly when they join the school. Staff work hard to help children, including those who speak little or no English and/or have recently arrived in the country, to make sense of the new world.

around them.

- Adults' interventions are not always timely in supporting better learning in reading, writing and mathematics. Questioning is not as probing as it might be and opportunities to develop children's thinking and deepen their understanding are sometimes missed, particularly when they play and work independently. As a result, progress is not strong.
- Where activities capture children's interests, they play happily and purposefully and learning moves on well. For example, during the inspection, they enjoyed the 'vet's' or 'pet hospital' created in the role-play area. They took turns in treating the toy pets, using the equipment provided. The class teacher joined the children to encourage them to talk about the different roles they were playing.
- When activities do not engage or hold children's interests, learning is not as successful. In several sessions during the inspection, the activities provided to build on children's basic reading, writing and mathematics skills did not challenge them enough to retain their attention. Learning was less purposeful and did not build well enough on what they already knew or could do.
- Children are familiar with the early years routines. However, at times, adults do not ensure that children put toys away when they are finished with them or use quiet voices when playing indoors. Sometimes, the learning space becomes very untidy and noise levels rise. Children who wish to play and learn quietly are prevented from doing so.
- Senior leaders and governors are clear about what needs to be further improved. They are supporting the new early years leader as she settles into her role and are taking effective action to improve the quality of teaching. In particular, leaders are working with teachers to raise expectations of what children can achieve, including when they learn independently.
- Induction arrangements are good. Parents are very positive about how well adults help their children settle into school. They think staff take very good care of their children and keep them safe. Staff are approachable and parents feel listened to.
- Safeguarding arrangements are effective. Adults know the children well and cater for their individual personal needs with care. They ensure that children are safe.

School details

Unique reference number	104853
Local authority	Sefton
Inspection number	10087808

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

Type of school	Primary/First
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Isobel Macdonald-Davies
Headteacher	Elizabeth Gunnion
Telephone number	0151 922 1466
Website	www.linacreprimary.co.uk/
Email address	admin.linacre@schools.sefton.gov.uk
Date of previous inspection	7–8 February 2017

Information about this school

- The school is smaller than the average-sized primary school.
- Children attend Nursery in the morning. Reception children attend full-time.
- Almost two thirds of pupils are disadvantaged. This is much higher than average.
- The proportion of pupils with SEND is high.
- The large majority of pupils are of White British heritage. Pupils from a number of other minority ethnic groups attend the school.
- The proportion of pupils who speak English as an additional language has more than doubled since the previous inspection and is close to the national average.
- A high proportion of pupils join and leave the school at other than the usual time throughout the school year. This includes pupils new to the country, some of whom have little school experience.

- The school provides a before-school club for its pupils.
- Since the previous inspection, the school has experienced staffing turbulence. A new headteacher was appointed in October 2017. She had led the school on a temporary basis for a number of short periods in the previous year. A new assistant headteacher was appointed in April 2019. The early years leader took up her post in September 2018 following the retirement of the previous postholder in July 2017. Several staff have undertaken periods of maternity leave and two teachers continue to do so.
- Seven new members have joined the governing body since the previous inspection.
- Sefton Local Authority arranged support for the school. The headteacher of Great Crosby Primary School has supported the school in her role as a national leader of education (NLE). The school has also received support from the Capital Teaching School Alliance.
- The school is a member of the Strand cluster of schools.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. Learning was observed in all classes and when pupils learned in small groups. Inspectors made joint observations with the headteacher.
- Inspectors checked the safety of the school premises at different times of the school day. They observed arrangements for pupils' arrival at school.
- The inspectors talked with pupils informally as they played at breaktimes, visited the dining hall at lunchtime and observed pupils' behaviour as they moved around the school. They met formally with two groups of pupils.
- Inspectors looked at examples of pupils' work and talked to them about it. They listened to pupils read and observed the teaching of reading skills. Pupils talked to inspectors about the books they have enjoyed and those that they are currently reading.
- Inspectors held a number of meetings with the headteacher to consider her review of the school and the school's plan for improvement. They spoke with senior leaders and met with middle and subject leaders and other members of the school's staff.
- An inspector met with the chair of governors, a vice-chair of the governing body and four other governors.
- An inspector met with a representative of the local authority and the NLE who has been supporting the school.
- Inspectors spoke to parents at the start of the school day. They considered four comments provided for inspectors in response to Ofsted's online survey, Parent View. Inspectors also took account of six responses to the pupils' survey and 15 responses to the staff questionnaire. Inspectors also took responses to the school's most recent surveys of pupils, parents and staff into account.
- Inspectors examined a range of documents, including information about pupils' progress, the quality of teaching, school improvement plans and external views of the school. They reviewed the contents of the school's website and scrutinised records relating to behaviour, attendance and safeguarding completed by the school's staff.

Inspection team

Lyn Pender, lead inspector

Ofsted Inspector

John Daley

Ofsted Inspector

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M1 2WD

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