

# Inspection of a good school: Huyton With Roby Church of England Primary School

Rupert Road, Huyton, Liverpool, Merseyside L36 9TF

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Inspection dates:

26 and 27 April 2022

## **Outcome**

Huyton With Roby Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are warmly greeted by staff when they arrive at school. They are proud of their school and are keen to learn. Staff know pupils well and value them as individuals.

Pupils behave well and share warm relationships with staff. Pupils are happy and feel safe. They understand that adults will support them if they feel anxious or worried. If bullying occurs, staff soon make it stop.

Leaders expect pupils to achieve well, and most do across a range of subjects. In lessons, pupils work well together, sharing their thoughts and ideas. Leaders strive to make learning interesting and fun. High-quality displays and murals in the corridors and classrooms bring many aspects of the curriculum to life.

Pupils make friends easily because they care about each other. At breaktimes, they play happily with their friends in the playground.

Pupils contribute to decision-making in the school through their roles as eco-warriors and well-being ambassadors. There is an array of extra-curricular opportunities to allow pupils to pursue their interests and develop their talents. For example, pupils enjoy honing their drumming, guitar and violin skills and singing in the school choir.

Most parents and carers are delighted with the quality of education that the school provides.

## **What does the school do well and what does it need to do better?**

The headteacher knows the school well. She has accurately pinpointed what the school does well and those aspects that require further development.

Leaders have designed a curriculum that is ambitious and meets the needs of pupils. In many subjects, teachers are clear about the knowledge that pupils should be taught and

the order in which content should be delivered. For example, staff have a secure understanding of the building blocks that children must acquire in the early years before they access subject-specific knowledge in key stage 1. Leaders have also given careful consideration to the subject-specific vocabulary that pupils must learn. However, leaders are not clear about the order in which key subject-specific vocabulary should be taught. This prevents pupils from developing a deep understanding of the subjects they are studying.

Well-trained subject leaders monitor their areas of responsibility effectively. Teachers appreciate the training, guidance and support that leaders provide to keep their teaching skills fresh and up to date. There are highly effective systems in place to monitor pupils' progress as they move through the school in reading and mathematics. Leaders are starting to implement an improved assessment system to give them a more secure overview of how well pupils are progressing in other subjects.

Children are introduced to the joys of stories, rhymes and poems as soon as they start in the early years. There is a consistent approach to the teaching of phonics which starts as soon as children enter the Reception class. Staff make effective use of their voices, body language and resources to make the teaching of phonics a pleasurable experience for all pupils, including those with special educational needs and/or disabilities (SEND).

Teachers carefully match books to pupils' phonic knowledge. Leaders make sure that those pupils who are struggling to read get the support that they need to help them catch up quickly.

In lessons, teachers use assessment well to identify and correct any misunderstandings. Most pupils, including children in the early years, listen well in class and poor behaviour rarely disrupts learning. However, a few pupils do not attend school as often as they should. This hinders these pupils in their learning.

Some pupils talk excitedly about their current and prior learning in subjects such as mathematics and history. Pupils' earlier knowledge in one subject often supports their learning in another. For example, younger pupils' earlier geographical knowledge enhanced their historical study of The Great Fire of London.

Pupils with SEND, including those in the early years, have their needs identified quickly. Leaders ensure that support is put in place so that these pupils have the same opportunities to succeed as their peers.

Pupils are becoming responsible citizens. They recognise the need to protect the planet by recycling and turning off lights to save electricity. Pupils understand and appreciate differences, such as families that are different to their own. They understand the importance of eating a balanced diet and taking regular exercise to keep themselves healthy. Pupils' mental and emotional needs are met well by staff.

Like the headteacher, the chief executive officer (CEO) of the trust and members of the local governing body know the school well. Governors act as a critical friend, offering

support and challenge in equal measure, with a particular focus on the quality of education.

Staff enjoy working at the school and morale is high. They appreciate the consideration that is given to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are trained well in safeguarding and they understand their responsibilities. Staff are alert to the signs of harm, abuse and neglect. They are fully aware of the risks in the local area relating to safeguarding. Staff know the procedures that they must follow if they are concerned about a child's welfare.

Leaders ensure that vulnerable families are well supported by the school and other agencies. Through the curriculum, pupils are taught to keep themselves safe. For instance, they understand what it means to be a good friend and of how to keep themselves safe when online.

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

### **(Information for the school and appropriate authority)**

- Across subjects in the wider curriculum, leaders have not given enough thought to the order in which key subject-specific vocabulary should be taught. This hinders pupils' progress as they move through the curriculums. Leaders should refine their curriculum thinking so that teachers are clear about the order in which key subject-vocabulary is taught. This will help to deepen pupils' understanding across a range of subjects.
- A few pupils do not attend school regularly enough. This prevents these pupils from achieving as well as they should. Leaders should continue to support these pupils and their families to attend school regularly so that pupils' poor performance does not impede their learning and development.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Huyton-with-Roby CofE Primary School, to be good in April 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145435
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10226061
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Laurie Kwissa
<b>Headteacher</b>	Jillian Stratford
<b>Website</b>	<a href="http://www.huytonwithrobyce.co.uk">www.huytonwithrobyce.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Huyton With Roby Church of England Primary School converted to become an academy school in February 2018. When its predecessor school, Huyton-with-Roby Church of England Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is part of the Liverpool Diocesan Schools Trust.
- Leaders access alternative provision with one registered provider.
- The school's last Statutory Inspection of Anglican and Methodist Schools was carried out in January 2016.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other senior leaders and members of staff.
- The inspector met with three members of the local governing body. She also met with the CEO and the education officer from the Liverpool Diocesan Schools Trust.

- The inspector scrutinised a range of documentation, including that relating to safeguarding. She spoke to staff about safeguarding and their workload and well-being.
- The inspector observed pupils' behaviour as they moved around school, in class and in the outdoor play area.
- The lead inspector considered the responses to Ofsted Parent View and to Ofsted's online questionnaires for staff and pupils.
- The inspector conducted deep dives into early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at examples of pupils' work. The inspector listened to pupils read with a familiar adult. She also spoke with curriculum leaders in a small number of other subjects.

### **Inspection team**

Sheila Iwaskow, lead inspector

Her Majesty's Inspector

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