

Inspection of a good school: Childwall Valley Primary School

Craighurst Road, Liverpool, Merseyside L25 1NW

Inspection dates:

10 and 11 May 2022

Outcome

Childwall Valley Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and well looked after at this school. They feel safe and know that staff are always on hand to provide support. Staff at all levels have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils achieve well, upholding the school's motto of 'Easy is boring, challenge is fun'.

Pupils behave well in lessons and follow the school rules. Pupils have positive, mature attitudes to their learning. They work well independently and support each other when needed. Pupils build strong relationships. They understand what it means to be a loyal friend, and learn how to resolve conflict. Bullying is rare. If it ever does happen, staff sort it out quickly.

Pupils enjoy taking part in the wide range of extra-curricular activities on offer. They particularly enjoy learning outdoors in the school's woodland area. This helps them to develop essential life skills as well as an appreciation for nature.

Many parents and carers would recommend the school to others. They appreciate the support from teachers and leaders, who they said go over and above to support their children.

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

Leaders and teachers have designed an ambitious curriculum that pupils enjoy learning. Leaders have thought carefully about the key knowledge that pupils need to learn in each subject. The curriculum has been designed carefully so that pupils have many opportunities to return to prior learning and build on their knowledge over time. Staff identify the needs of pupils with SEND effectively. They make appropriate adaptations to their teaching so that pupils with SEND can access the full curriculum.

Pupils remember their learning. This helps them to achieve well. They are confident when talking about what they have learned. For example, pupils in Year 2 gave a detailed and

accurate account of how town planning has changed since the Great Fire of London. Pupils in Year 5 talked with authority about the differences between reversible and irreversible change. The school's curriculum starts in early years, where children get off to a flying start. For example, when learning about the past, children became archaeologists. They were introduced to key vocabulary, such as 'past', 'now' and 'a long time ago', to help set firm foundations for future learning.

Teachers' checks on pupils' learning are more established in some subjects. In others, the systems for checking on how well pupils are learning the curriculum are in the early stages of development. As a result, teachers do not always have an accurate enough understanding of how well pupils are learning the essential knowledge in the curriculum.

Leaders have prioritised reading. The teaching of phonics starts swiftly in early years. The phonics programme is well organised and effective. Staff are well trained. They ensure that children in early years and pupils in key stage 1 master the sounds that letters represent. Teachers provide immediate support for any pupils who fall behind. Older pupils enjoy a wide range of high-quality books. Leaders have carefully selected books to support pupils' personal development. For example, every year group has dedicated books in class to support their mental health and well-being.

Pupils learn the importance of being responsible citizens. They contribute well to school life, for example through their roles as school councillors, school ambassadors, play leaders and prefects. They wear their badges for each role with pride. Pupils learn about the importance of debate. For example, girls in Years 5 and 6 lead regular podcast sessions, interviewing powerful, inspirational women. This helps to raise their aspirations. Pupils learn about different occupations, roles and ways of contributing successfully to society. Pupils also develop a respect for other faiths and cultures.

Pupils, and children in the early years, conduct themselves sensibly in lessons and around school. Low-level disruption is not tolerated and behaviour incidents are monitored well by leaders. Pupils feel that behaviour is dealt with fairly and consistently by staff.

Leaders make the well-being of staff and pupils a high priority. Teachers feel valued and supported by senior leaders. They feel empowered to fulfil their roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective procedures in place to keep pupils safe. Leaders' records are thorough. They show the effective communication between school staff and external agencies to safeguard pupils. All staff receive the necessary safeguarding training so that they can identify those at risk of harm. Leaders have a clear understanding of specific, local safeguarding issues and address them sensitively and well. There are good relationships between pupils, staff and parents. This allows them to work together and act swiftly on concerns. Pupils learn how to keep themselves safe through the curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The approaches to checking pupils' learning are in the early stages of development in some subjects. At times, this makes it difficult for teachers to be sure that pupils have remembered what they have been taught. Leaders should continue to develop their approaches to assessment so that teachers have the tools that they need to help pupils know and remember more.

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 school to be good in May 2017.

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

Unique reference number	134210
Local authority	Liverpool
Inspection number	10226252
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Barbara Murray
Executive headteacher	Christopher Davey
Website	www.childwallvalley.org
Dates of previous inspection	3 and 4 May 2017, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher was appointed in May 2020 and the deputy headteacher joined the school in September 2021.
- Since the previous inspection, a new chair of governors has been appointed.
- School leaders use one registered provider for a small number of pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the executive headteacher, the deputy headteacher and members of staff.
- The inspector met with members of the governing body and a representative from the local authority.

- The inspector scrutinised a range of documentation, including that relating to safeguarding. The inspector also spoke to staff about safeguarding, and about their workload and well-being.
- The inspector observed pupils' behaviour as they moved around the school, in class and in the outdoor play areas.
- The inspector talked with parents as they brought their children to school. He also considered the responses to Ofsted Parent View and to the staff and pupil online questionnaires.
- The inspector conducted deep dives into early reading, science and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. The inspector also spoke to leaders about the curriculum in some other subjects.

Inspection team

James Marsh, lead inspector

Ofsted Inspector

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