

# Inspection of a good school: Pensby Primary School

Greenbank Drive, Pensby, Wirral, Merseyside CH61 5UE

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Inspection dates: 13 and 14 July 2022

## **Outcome**

Pensby Primary School continues to be a good school.

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

Pupils told the inspector that they love coming to school. They enjoy learning with their friends and socialising with their peers in the breakfast club. Pupils said that they feel safe. They are confident that they can talk to any member of staff if they feel worried.

Pupils learn about the harm that racism, sexism, homophobia and other forms of discrimination can cause. They know that if bullying should happen, staff will deal with it immediately. Parents and carers agree.

Pupils demonstrate that they are mature and responsible citizens. They make their voices heard, for example as class representatives. Pupils also develop a deep understanding of environmental issues. The eco council members relish helping the school to conserve energy and recycle unwanted items.

Staff have high expectations of pupils' behaviour. Pupils aspire to fulfil the school's motto to 'reach for the stars and be amazing'. They develop their talents in different areas of sport, including netball, football and the performing arts.

Staff expect pupils to achieve well. A well-planned curriculum enables most pupils, including children in the early years, to achieve well in a wide range of subjects. Pupils with special educational needs and/or disabilities (SEND) also learn a great deal.

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

Governors, leaders and staff are determined to give all pupils, including those with SEND, every opportunity to succeed. They realise this vision. Together, leaders and governors have devised an ambitious curriculum that engages and interests pupils, including children in the early years.

In most subjects, the curriculum is ordered logically. In these subjects, teachers know precisely what they want pupils to know and remember. As a result, most pupils deepen

their understanding and learn well in a range of subjects. However, this is not the case in all subjects. In one or two curriculum areas, some aspects of learning are not taught in the order that leaders intend. Occasionally, this means that some pupils do not make secure links between topics and concepts.

In most subjects, teachers check to establish how well pupils are learning. These regular checks help teachers to identify pupils who may have missed, or misunderstood, essential information. However, in a few subjects, teachers' checks on pupils' learning are not as effective as they should be. On occasion, leaders do not have a secure enough understanding of how well pupils are achieving in these subjects.

Teachers are trained well. They make sure that the majority of the curriculum helps pupils to strengthen their knowledge and skills over time. This starts from the early years. For example, in mathematics children in the early years develop their fluency in adding and subtracting numbers. They build on this knowledge and enhance their 'golden vocabulary' in key stages 1 and 2.

Leaders know that reading is pupils' passport to success for all areas of learning. Consequently, reading is placed at the heart of the school's curriculum. Pupils enjoy reading texts in class and reading for pleasure in their free time. Reading starts in the early years. Children in the nursery enjoy sounding out simple words. Children in the Reception Year develop a strong knowledge of phonics. The school's early-reading experts ensure that the phonics curriculum is implemented well by staff. The one-to-one support provided to pupils who find reading more difficult helps to develop their confidence and fluency in reading. Pupils who fall behind with their reading knowledge are well supported to catch up quickly.

Staff enable pupils with SEND, including those in the early years, to learn well and realise their potential. Leaders and teachers know exactly how well these pupils are learning. Leaders ensure that pupils' individual needs are identified early. Staff have strong links with parents and external agencies to ensure that pupils with SEND get the support that they need to access the same curriculum as other pupils.

Pupils follow the school rules and help to ensure that the school is calm and purposeful. Lessons are rarely disrupted by poor behaviour. In the Nursery and Reception classes, children's commendable behaviour helps to create a magical atmosphere during story time.

The personal development curriculum is wide and varied. Pupils learn how to maintain their mental and physical health through different aspects of the curriculum. They develop their musical skills on different keyboard and percussion instruments, and the ukulele. Pupils enjoy attending taekwondo, drama and dance clubs.

Pupils are responsible and caring. They successfully raise funds for different charities. The choir performs in local care homes during the festive season. Older pupils value their residential retreats, where they hone their leadership and team-working skills.

Staff form a strong and ambitious team. They told the inspector that leaders do not burden them with unnecessary work. Staff also said that leaders are mindful of their mental health and well-being.

Governors are well informed about the quality of education that the school provides for pupils. They know which areas of the curriculum are strongest. They also know the remaining subject areas which are still developing. Overall, governors make sure that staff get the training and the resources that they need to implement the curriculum well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained well on matters relating to safeguarding. Staff are skilled at spotting potential signs of neglect and abuse in pupils. They are familiar with the school's safeguarding policies and the government's latest guidelines on keeping pupils safe.

Staff know exactly what to do if they are concerned about the safety or welfare of a pupil. Safeguarding leaders are highly experienced. They keep a close check on pupils who may be vulnerable. Leaders are quick to contact external professionals, when necessary.

Pupils learn about the potential dangers of using electronic means of communication. They learn how to keep themselves safe in their everyday lives.

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

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

- In one or two subjects, some teachers do not deliver the curriculum in the order that leaders intend. Occasionally, the way in which teachers sequence learning does not help pupils to build on their existing knowledge and skills. In these subjects, leaders should ensure that teachers deliver the curriculum the most logical way. This will help to deepen pupils' understanding of topics and concepts.
- In a small number of subjects, leaders have not ensured that teachers use assessment systems as effectively as they should. Sometimes, this hinders how well pupils learn and remember new information. Leaders should ensure that teachers use assessment systems as intended. This is so that staff know how well pupils are learning the content of the curriculum.

## 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 March 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

<b>Unique reference number</b>	135497
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10226208
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Spencer
<b>Headteacher</b>	Kathryn Brown
<b>Website</b>	<a href="http://www.pensbyprimaryschool.org">www.pensbyprimaryschool.org</a>
<b>Date of previous inspection</b>	28 and 29 March 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher and deputy headteacher. He also held meetings with other leaders, including those responsible for pupils with SEND. The inspector held a meeting with governors, including the chair of the governing body. He held a telephone conversation with the school's education consultant.
- The inspector carried out deep dives into these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with pupils to discuss their learning in some other subjects. He also spoke with staff about their workload and well-being.

- The inspector spoke with parents to gather their views about the school. He considered the responses to Ofsted Parent View as well as free-text comments from parents. He reviewed the responses to the staff and pupil surveys.
- The inspector examined a range of policies and documents. He also scrutinised safeguarding information, including the school's safeguarding policy. The inspector spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. He also talked with pupils about their safety and welfare.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

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