

Inspection of Norman Pannell Primary School

Brownbill Bank, Liverpool, Merseyside L27 7AE

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school. They are proud of their school motto: 'healthy bodies, healthy minds and healthy future'. Pupils demonstrate these values in lessons and throughout the school day.

Pupils told inspectors that they feel safe and happy in school. They know that they can go to a trusted adult if they have any worries. Pupils also said that bullying is very rare. If there is any unkindness, leaders and staff deal with it quickly and well.

Staff have high expectations of pupils' behaviour and achievement, including pupils with special educational needs and/or disabilities (SEND). Pupils and children in the early years live up to leaders' expectations. They get on with their learning without interruption. As a result, the school is calm and pupils achieve well.

Pupils have many opportunities to enjoy a well-planned programme of wider personal development. Pupils join in with local competitions, such as chess tournaments, and university graduation days with enthusiasm. They enjoy the range of extra clubs on offer, such as debate club, cross-country and multisports.

Most parents and carers who shared their views with inspectors were positive about the school. They would readily recommend it to other parents.

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

Leaders have created a well-ordered curriculum which is ambitious for all pupils, including those with SEND. Leaders have focused on developing children's communication and language, as well as their early reading. As a result, children in the early years get off to a good start.

In most subjects, leaders have thought carefully about what they want pupils to learn. In these subjects, the curriculum is well ordered and leaders have clearly set out the knowledge that pupils must be taught. Leaders have thought about the essential knowledge that pupils need to know and remember to succeed in their learning. However, in some subjects, the curriculum is not as well developed. The knowledge that leaders want pupils to learn is not clear. As a result, this hinders teachers from designing learning that enables pupils to build upon what they already know. Pupils cannot always recall what they have been taught.

In most subjects, teachers use assessment strategies well to move pupils on in their learning. However, in some subjects, leaders do not ensure teachers use assessment information as well as they should. In these subjects, it can prevent some pupils from achieving as highly as they could.

Leaders have prioritised the teaching of reading. This begins from the children's very first days in Reception. Leaders have ensured that there is a consistent approach to the teaching of early reading. All staff have been well trained to teach phonics.

Books are well matched to the sounds that children are learning. If pupils struggle with their reading, leaders make sure support is put into place immediately. Children and pupils across the school read every day. Older pupils who spoke with inspectors said that their teachers encourage them to read often at school and at home.

Leaders work well with staff to ensure that pupils with SEND are identified early. Staff support pupils with SEND well. These pupils are taught in class alongside their peers. This enables pupils with SEND to access a full curriculum. Leaders ensure that effective support in class helps children with SEND to achieve well.

Leaders have created a positive and respectful culture across the school. Pupils' positive behaviour and attitudes to learning reflect the school's values. As a result, lessons are calm and learning is not disrupted. Pupils understand the importance of keeping their bodies and minds healthy. They do this through taking part in meditation and calming activities.

Pupils show high levels of respect towards others. Pupils value diversity and are respectful of cultures and faiths which are different to their own.

Leaders are determined that all pupils attend school regularly. Staff work closely with families to support good attendance. Over time, attendance has improved. However, leaders continue to drive rapid improvements in this area.

Governors know the school well. They ask probing questions of leaders. This helps governors to understand the school's strengths and areas for future development. Governors hold leaders to account for their work effectively.

Leaders carefully consider the well-being of staff. As a result, staff, including those who are new to teaching, feel valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to recognise the signs that indicate that a pupil may be at risk from suffering harm. Leaders have a strong oversight of safeguarding across the school. They work well with other agencies to provide the support that some pupils and their families need.

Leaders ensure that the school's curriculum provides opportunities for pupils to understand how to keep themselves safe. For example, pupils have recently learned about the dangers of county lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not made clear the essential knowledge that pupils must know and remember. As a result, some pupils do not build upon their knowledge to know and remember more. Leaders must ensure that, from the early years to Year 6, the curriculum builds upon what pupils know and can do.
- Some pupils do not attend school regularly. Their learning is disrupted as a result. Leaders have made pupils' attendance a priority, but there is more work to do. Leaders should continue to work with parents and other agencies to ensure that all pupils attend regularly so that they achieve as well as they can.

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.

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	104600
Local authority	Liverpool
Inspection number	10226248
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair of governing body	Graham Maher
Headteacher	Robert Simpson
Website	www.normanpannell.com
Dates of previous inspection	22 and 23 November 2016, under section 5 of the Education Act 2005

Information about this school

- This school makes use of one registered provider for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with representatives of the governing body, including the chair of governors.
- An inspector met with a representative of the local authority.

- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors carried out deep dives in early reading, mathematics and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils. An inspector listened to pupils read with a familiar adult. An inspector also spoke with leaders and pupils about the curriculum in a small number of other subjects.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors spoke with parents and carers as they dropped their children off at school. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

Kelly Butler, lead inspector

His Majesty's Inspector

Barbara Dutton

Ofsted Inspector

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