



Halewood CofE Primary School

Inspection Report

Unique Reference Number 104450
LEA Knowsley
Inspection number 277161
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mrs Margaret Lewis CfBT Lead Inspector

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

Type of school	Primary	School address	Church Road
School category	Voluntary aided		Halewood
Age range of pupils	3 to 11		Liverpool, Merseyside L26 6LB
Gender of pupils	Mixed	Telephone number	0151 4875673
Number on roll	272	Fax number	0151 4886906
Appropriate authority	The governing body	Chair of governors	Mr T Beesley
Date of previous inspection	15 November 1999	Headteacher	Mr D Smith

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an average sized school in a village near Liverpool. Almost all children are from White British backgrounds. A few speak English as an additional language. Children come from a broad range of backgrounds although the proportion claiming free school meals is low. On entry to the nursery children's attainment is broadly average. The proportion of children with learning difficulties and/or disabilities is around average. The school has gained several awards including the Basic Skills Quality Mark, Investors in People Award and the Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides excellent value for money. The school has been very self-effacing in judging its own view of its effectiveness as good in almost every area. Excellent teaching and learning and an outstanding curriculum enable children to reach consistently high standards. Children's personal development and well-being are impressive. They show a high level of enjoyment in their learning and work hard both because they want to and to please their teachers. They are proud of their school and their behaviour is exceptionally good. The overwhelming majority of parents have confidence in the quality of education that the school provides. However, there is room to raise rates of attendance which are just average. This is an area the school has identified and is already tackling. Provision in the Foundation Stage is exceptional; children receive an excellent start and make very good progress.

Leadership and management of the school are outstanding. The headteacher shows vision and commitment and in a very short time has identified areas for improvement and put into place highly effective systems for maintaining and improving further children's achievement. Valuable work has begun to develop the role of subject leaders across all subjects of the curriculum but there is still more to be done. The school has dealt effectively with the points raised for improvement in the previous report. It has broadened the curriculum and raised attainment in Key Stage 2 and improved the teaching of English and science in this key stage. It knows itself well and has an excellent capacity to improve further.

What the school should do to improve further

The few most significant improvements needed to raise standards are:

- raise rates of attendance
- develop the role of subject leaders.

The school has identified and has already begun to undertake work in these areas.

Achievement and standards

Grade: 1

This is a high performing school whose standards have shown a steady improvement over recent years. Standards fell in 2004 but recovered significantly in 2005. All children, including those who have learning difficulties, achieve very well from the moment they start school. The school sets challenging targets which are generally exceeded. Children begin in the part-time nursery class with skills broadly average for their ages, although some have difficulties with skills in speech and language. By the end of reception many children exceed the standards of the goals expected of them.

In Years 1 and 2 there is a clear focus in helping the children to develop their basic skills of reading, writing and mathematics. Achievement is very good and many reach above-average standards. The school recognises that there is more to do to extend

the learning of the higher attaining children especially in writing. It has recently put good strategies into place to deal with this.

Achievement of pupils in Key Stage 2 is very good and results in the national tests for the children in Year 6 are consistently high. In 2005 children reached well above average standards in English and mathematics and standards in science were exceptionally high and placed the school in the top 4% of all schools nationally.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. From an early age children say that they feel safe and happy and look forward to their lessons. Children's attitudes and relationships with each other are very good and their behaviour is excellent. Children understand that they have responsibilities and respect the trust placed upon them. They say there is little bullying in school, respond positively to initiatives like 'anti-bullying week' and know what to do if they feel troubled. Attendance is broadly average and the school is working hard to improve it.

Children have a very well developed sense of respect for the feelings of others and show sensitive understanding that everyone has gifts which come from God. They gladly celebrate the many successes of others. Children play happily together and older children look after younger children conscientiously. There is a thriving healthy eating culture at both breaktimes and lunchtimes. Children have very good opportunities to learn about other cultures and beliefs which prepare them very well for life in a British multicultural society. The children show exemplary concern for those less fortunate than themselves, and are developing a keen sense of compassion for others.

Children contribute very well to school life through the school council. They make a good contribution to the local community and have strong links with the parish church. They are prepared well for their future economic well-being as they achieve high standards in basic skills.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers have a high level of subject knowledge and expertise that promotes learning to a high standard. Planning is exceptionally good; lessons are prepared with extreme thought so that they are very well matched to the children's needs. Assessment information is used very well and targets are shared with children and parents. Very thorough marking informs children of what they have done well and how they can improve their work so they are quick to achieve their individual targets for future learning. This impacts well on children's progress and ensures that all children work to their full capabilities. Children with learning difficulties receive a high level of support and high flyers extend their learning effectively.

Children's learning is very focused on practical and investigative tasks. They particularly enjoy practical activities in science and mathematics and find these lessons exciting. Teachers accelerate all children's learning with probing questioning ensuring they focus on and understand the purpose of tasks and the different ways they can use to solve their problems. The use of interactive whiteboards and teachers' displays is very effective for engaging children's interest and consolidating learning. Outstanding relationships underpin children's learning and very good achievement.

Curriculum and other activities

Grade: 1

The curriculum is excellent and provides rich experiences that meet the range of needs and interests of the children, preparing them well for life in a diverse, multicultural Britain. An outstanding feature is the development of the children's investigation and communication skills. Excellent intervention programmes are in place to meet the needs of those with learning difficulties and also those of the higher attaining children, enabling them to make very good progress. The curriculum is tailored to meet the needs of all the children with a very good programme for swimming for all age groups. Weeks with a focus on arts, science and music make a strong contribution to children's enjoyment.

An excellent range of after-school activities greatly enriches children's physical, aesthetic and personal development. Strong links with local businesses are developed through partnership with the Knowsley Enterprise scheme. The importance of keeping safe and healthy and making sensible decisions are at the forefront of the curriculum.

Care, guidance and support

Grade: 1

The care, guidance and support for the children are outstanding. Parents' views are overwhelmingly supportive and they say that the school 'follows closely the ethos it promotes' of a Christian caring school.

Extremely positive relationships enable the children to feel secure and valued.

Consequently their self-esteem and confidence grow. Motivational texts and positive examples in displays provide inspiration for the children. Children in Year 6 have a designated staff member that they can turn to, who takes a close and personal interest in their well-being. This prepares them very well for secondary education. The staff have

very high expectations of the children, and behaviour in lessons is exceptional.

Assessment data are scrutinised rigorously. Children have targets to work towards and know the next steps to take in their learning. Health and safety issues are well

addressed in the school. The arrangements for child protection are robust and links with

support agencies and with other schools are very strong.

Leadership and management

Grade: 1

Leadership and management are outstanding. Teamwork is of the highest quality and everyone - children, parents, staff and governors - is enthusiastic and plays a valuable part in moving the school forward. The recently appointed headteacher has rapidly gained the full confidence of pupils and parents. In a very short time he has accurately assessed the strengths and areas for further development in the school and made his vision clear to staff, parents and governors. Senior staff and governors provide first-rate support which is one of the main reasons for the exceptional teamwork. Staff have willingly accepted their reallocated subject leadership roles and responsibilities and are undergoing additional training in managing their subjects to further improve learning.

Data about the school's performance are used exceptionally well to boost the standards and achievement of all children. No-one is left out. Governors are involved in this process as they ask critical questions, challenge decisions and request explanations where these are judged to be necessary. As a result, the school is acutely aware of its strengths and weaknesses and its high quality planning for further improvement closely reflects the comments made in this report. It makes the very best use of all resources to enhance learning rapidly and is very well placed to continue its successes and to build on and develop them further. The opinions of parents and children are valued, considered and usually acted upon for the school's benefit. The school has well developed links with a range of other schools and organisations, all of which promote a high quality education.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome in your school last week. We enjoyed talking to you, finding out about the things that you like most and seeing your work. I am pleased to tell you that you have an impressive school. In fact we gave it our top grade of 'outstanding'.

You all do very well in your schoolwork and concentrate really well in lessons. You listen very carefully to the teachers and make very good contributions to discussions. You behave extremely well, which helps everyone to learn and allows the teachers and staff to do their work well.

Your teachers and headteacher are very clever. They make lessons interesting for you and give you really good opportunities to investigate and find out many things. You told us about the things that you particularly enjoy, such as the science, art and music weeks. The staff know exactly what you need to learn because they check very carefully how you are doing and what each person needs to learn next. You have targets to reach and we could see that you want to do well in lessons. We think that those of you who need extra help get just what you need. Extra clubs after school such as those for French, Spanish, computers and sports make school an exciting place to be.

We were very impressed with the way your school takes care of you and helps you grow up well, understanding how to eat healthily and to enjoy exercise. You are learning to be responsible and independent. Your new headteacher runs the school outstandingly well and wants to keep on improving it and he knows just how to do that. The most important thing we have asked your teachers to do to make it even better is to raise the attendance level in the school and for them to continue to work hard with developing their special subjects. We think that it is very important that you and your parents make sure that you all try hard never to miss school whenever you can. Keep on working hard and enjoying school.