



# Forefield Junior School

## Inspection Report

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**Unique Reference Number** 104871  
**LEA** Sefton  
**Inspection number** 277241  
**Inspection dates** 8 March 2006 to 8 March 2006  
**Reporting inspector** Mrs Lesley Traves CfBT Lead Inspector

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Forefield Lane
<b>School category</b>	Community		Crosby
<b>Age range of pupils</b>	7 to 11		Liverpool, Merseyside L23 9TJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 9243971
<b>Number on roll</b>	386	<b>Fax number</b>	0151 9243971
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs D Moore
<b>Date of previous inspection</b>	14 March 2000	<b>Headteacher</b>	Mr R Naylor

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## Introduction

The inspection was carried out by one additional inspector. The inspector met with the headteacher, staff, pupils and the chair of governors. The school's documentation was examined, including records on attendance, health and safety, and the progress pupils make. Every class was visited, two lessons were observed and examples of children's work were scrutinised. Morning break, lunchtime and assembly were also observed.

## Description of the school

This is a larger than average junior school in the north of Liverpool where economic circumstances are generally favourable. The number of children eligible for free school meals is low. Most pupils come from a White British background and speak English as their first language. A broadly average proportion of pupils has learning difficulties and/or disabilities and no child has a statement of special educational need. The school has achieved the Activemark Award and has recently begun to work towards a 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. Children flourish here and develop as mature and caring individuals, in response to the excellent care and support they receive. The school judges itself as outstanding and is well justified in doing so. This is because it has a very sharp understanding of its strengths and has clearly identified appropriate areas where further improvements could be made. Outstanding leadership and management ensure that all aspects of the school's work are rigorously checked. The drive towards improvement and the pursuit of high quality in all areas is continuous; there is no complacency. For example, although staff use new technology very effectively to enhance teaching and learning, a priority for development is to ensure that maximum use is made of interactive whiteboards in all subjects. The issues from the last inspection have been thoroughly dealt with and former weaknesses have become strengths. On this basis, the school has excellent capacity for further improvement. The vast majority of parents are very supportive of the school and highly value the quality of education it provides for their children. The school provides outstanding value for money.

High quality teaching ensures that pupils do very well indeed. Pupils with learning difficulties and/or disabilities make particularly good progress. The school has consistently sustained high standards in test results for the past five years. Pupils' personal development is also outstanding. They greatly enjoy school and have excellent attitudes to learning. Their behaviour is exemplary. The exceptionally rich and varied curriculum and the wide range of activities on offer to them capture their interest and fire their enthusiasm.

## **Achievement and standards**

### **Grade: 1**

All pupils achieve well and a significant number achieve very well indeed. The school builds very effectively on their attainment on entry to Year 3, which is above average. Those children with learning difficulties and/or disabilities and those who find some aspects of learning more challenging make exceptional progress, with most reaching average, and some reaching above average levels in the national tests for Year 6 pupils. Boys also make particularly good progress, against the national trend. English is a strength; school records show that by Year 5, the majority is at least one year ahead of other pupils of the same age. One of the main reasons for pupils doing so well is because their progress is rigorously checked and any 'dips' are swiftly and effectively remedied. Pupils have reached high standards in the national tests for the last five years and overall results have improved year on year. In 2005, the proportion of pupils achieving the higher level (level 5) was impressive; in English, for example, the figure was twice the national average. Pupils' work and school information indicate that pupils also achieve high standards in other subjects, such as information and communication technology (ICT), art, music and physical education (PE).

## **Personal development and well-being**

### **Grade: 1**

Pupils thoroughly enjoy coming to school. They have excellent attitudes to learning, demonstrated through their total involvement in lessons and in the immaculate presentation of their work. Their spiritual, moral, social and emotional development is excellent, strongly reflected in their exemplary behaviour. It is also evident in the great respect and care they show for others and for their school building and resources. The high quality work on display around the school indicates that pupils are being well prepared for life in a multicultural society, through their studies in religious education, geography, art and music.

Pupils are encouraged to lead healthy lifestyles through the excellent PE programme and through their work towards the 'Healthy Schools Award'. They show good knowledge of the benefits of making healthy food choices and also of how to keep themselves safe. Their very well developed literacy, numeracy and ICT skills, coupled with the good attendance of the majority, ensure they are very effectively prepared for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning are outstanding and this is a vital ingredient in pupils achieving so well. Throughout the school, teaching is vibrant and stimulating. Lessons are carried out at a cracking pace, which keeps pupils fully involved and 'on their toes'. Expert use is made of interactive whiteboards and computers to engage pupils and catch their interest. Pupils state that, 'Learning is fun! Teachers have a good sense of humour and make lessons interesting'. The excellent teaching begins with exemplary planning, which ensures that in each class, in each year group, children get the same high quality experiences. Very thorough use of assessment information ensures that pupils of all abilities are challenged and supported at just the right level. High quality, sensitive support from teaching assistants enables those with learning difficulties to make rapid progress. High expectations and strong relationships underpin learning very well indeed, for all pupils.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is exceptionally rich and varied. It meets the needs of all pupils very well. It ensures excellent provision for literacy, numeracy and ICT, enabling pupils to reach high standards. Wherever possible, learning experiences are planned that are practical and 'hands on' and which link subjects together in stimulating and enjoyable ways. An excellent programme of visits and visitors and strong community links extend learning very effectively, through first hand experiences that fire pupils' imaginations.

There are outstanding enrichment opportunities through the excellent links with the local sports college which add an exciting dimension to the school's own strong PE curriculum. For example, pupils have opportunities to take part in water sports, such as canoeing and wind surfing. There are a wealth of lunchtime and after school activities on offer, not only in sport, but also in music and the arts. These are very popular and pupils report, 'There are so many, it's hard to choose between them.'

## **Care, guidance and support**

### **Grade: 1**

Pupils' well-being is at the heart of the school's work. As a result, the care and support provided for them is outstanding. Staff know the pupils very well, and the positive relationships have a strong impact on both their personal development and their learning. Pupils know that they are valued and their opinions are listened to. They say that they feel safe in the happy and secure environment the school creates for them. Arrangements for child protection and health and safety are thorough and robust. Procedures for checking on pupils' academic progress and personal development are particularly rigorous and effective. Older pupils say that they are very well prepared for the move to secondary education.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership and management of the headteacher and deputy head give a very firm steer to the work of the school. They live up to the motto, 'We provide the best and we expect the best in return'. They set very high standards, but a key feature of their work is that they provide the right levels of challenge and support to enable others to achieve them. School self-evaluation processes are very rigorous and because the school has a firm handle on what it does well and what it needs to do to get better, there has been outstanding improvement since the last inspection. For example, ICT has been turned from a weakness into a strength of the school. Co-ordinators play a strong role in school improvement and in ensuring high quality teaching and learning. Governors use their high levels of expertise to excellent effect in supporting the school. They act as true 'critical friends' who hold the school closely to account. They are very actively involved in all aspects of school life.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	NA	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

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, I recently visited your school to find out how well your teachers are helping you to learn and enjoy school. Thank you for being so polite and helpful to me. I enjoyed talking to you and it was very interesting to hear what you had to say about your school.

I was particularly pleased to hear that you like your school very much indeed and that you enjoy your lessons and all the other activities available to you. I agree with you that your school is outstanding and that the teachers and teaching assistants are very good indeed at helping you to learn. All the staff are also very good at taking care of you all and I was pleased to know that you feel safe and always have someone to talk to if you have a problem. Mr Naylor and Mrs Stanley, together with all the other staff have excellent ideas for improving the school and I am very glad that they listen to you and take your ideas on board, too.

Your behaviour is excellent and you should be really proud of yourselves for the way you get on well together and care for each other and your school.

Thank you very much for helping me. I hope you continue to work hard and enjoy learning at Forefield Junior School.