



Litherland Moss Primary School

Inspection Report

Unique Reference Number 104875
LEA Sefton
Inspection number 277243
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Mr Mike McLachlan CfBT Lead Inspector

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

Type of school	Primary	School address	Moss Lane
School category	Community		Liverpool
Age range of pupils	3 to 11		Merseyside L21 7NW
Gender of pupils	Mixed	Telephone number	0151 928 4544
Number on roll	149	Fax number	0151 949 0252
Appropriate authority	The governing body	Chair of governors	Mr Dave Sweeney
Date of previous inspection	20 May 2002	Headteacher	Mrs Anita Abdous

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average sized school situated in an area of high social and economic deprivation in Sefton on Merseyside. Some 67% of pupils are eligible for free school meals, which is well above the national average. Pupils start at school with exceptionally low academic and social skills. There are 21% of pupils with learning difficulties and/or disabilities. The school has recently been adapted to cater for pupils with physical disabilities. A small minority of pupils are at an early stage of learning to speak English. The number of pupils who join or leave the school at different points in the school year is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges itself as satisfactory but inspectors judge it to be good. Overall, pupils' progress is good. From a low starting point, pupils reach broadly average standards by the end of Year 6. In the Foundation Stage and in Years 1 and 2, the good quality of teaching and curriculum provision leads to good progress. By the end of Reception, pupils reach just below average standards against the nationally expected learning goals, and by the end of Year 2 standards are securely in line with national averages. Progress in Years 3 to 6 is satisfactory. Here broadly average standards are maintained and test results at the end of Year 6 are in line with national averages. Teaching in Years 3 to 6 is satisfactory, but activities are not always matched well enough to pupils' needs and marking does not always show what should be improved.

Pupils' personal development is good. Pupils behave well because of the good care support and guidance they receive and the consistent implementation of strategies to reward good behaviour. The welfare and well-being of all pupils is at the heart of this school. Pupils of all abilities, disabilities, social and cultural groups are welcomed and included. Effective links exist with many agencies and other schools. Leadership and management are good and have ensured significant improvements in the two years since the last inspection. The headteacher, with the support of a good governing body, knows what needs to be better and has rightly identified the need to improve pupils' progress and teaching in Years 3 to 6. To this end more strategic targeting of some of the reserves in the school's budget will be required. Improvement since the last inspection has been good, although the pace has been somewhat slower in Years 3 to 6 and writing skills remain a weakness. The school has the resources, capacity and commitment to bring about further improvement. Value for money is satisfactory.

What the school should do to improve further

- Improve the quality of teaching in Years 3 to 6 so that it matches the good practice seen elsewhere in the school.
- Standardise marking across the school so that all pupils clearly understand how to improve their work.
- Ensure the good plans to improve writing skills throughout the school are implemented effectively.
- Target further resources to raise standards and improve progress in Years 3 to 6.

Achievement and standards

Grade: 2

The school judges that pupils' achievement and standards are satisfactory. Inspectors agree that standards are satisfactory, but judge achievement to be good. This is because from a very low base when they start school pupils reach broadly average standards by the time they leave in Year 6. Pupils join the Foundation Stage with exceptionally low social, communication and mathematical skills. The good provision here results in the vast majority of pupils making good progress in these areas and in developing

their creative and physical skills and their knowledge of the world around them. Consequently, pupils reach just below average standards in the nationally expected learning goals by the end of Reception. Progress continues to be good in Years 1 and 2 so that by the end of Year 2 pupils reach the expected standards in reading, writing and mathematics.

The standards reached by Year 6 pupils in the national tests in English, mathematics and science are broadly average. Pupils' progress across Years 3 to 6 is satisfactory given their starting points in Year 3 and taking account of the negative impact of past underachievement and the disruption caused by the high number of pupils who join and leave the school during these year groups. The need to raise standards further has been identified by the school as a key area for development, including a focus on improving writing. The overall trend is one of improvement, particularly in Foundation Stage and in Years 1 and 2. In the main, pupils reach the challenging targets set for them. Pupils with learning difficulties and/or disabilities make good progress. Vulnerable children and those whose first language is not English also make good progress in relation to their starting points.

Personal development and well-being

Grade: 2

Inspectors agree with the school that pupils' personal development and well-being are good. Parents are highly supportive of the positive atmosphere in the school and say, 'at Litherland Moss parents and children are welcomed and put at ease'. The very good relationships evident in the school community strongly promote pupils' personal and social development. Attendance is satisfactory and is slowly improving as a result of the wide range of innovative practice, such as the 'walking bus'. Pupils enjoy school, are polite and friendly and try to do their best. Behaviour is good and pupils know that bullying is not tolerated. Spiritual, moral, social and cultural development is good. Discussions between school council members and their classmates successfully help pupils to learn about democracy. Older pupils proudly take responsibility in a mature and responsible manner. Pupils have raised money for a number of charities and to improve playground resources. Social interaction and collaboration are good. Good attention is given to multi cultural education so pupils respect beliefs and views that are different from their own. Pupils are well aware of the benefits of healthy eating and take part in a wide variety of physical activities and competitive sport. Pupils are well prepared for life in the wider world.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the schools judgement that the overall quality of teaching and learning is satisfactory. Teaching in the Foundation Stage and in Years 1 and 2 is consistently good, characterised by a focus on excellence and enjoyment. Good planning

provides pupils with a variety of challenging and imaginative activities that make learning fun and develop independence. Pupils' previous learning is reinforced and extended. Very little time is wasted because relationships are good and pupils respond well to clear expectations. Support staff know clearly what is needed to provide effective, sensitive help enabling pupils with learning difficulties and/or disabilities to make good progress. Whilst most of the teaching seen during the inspection in Years 3 to 6 was undertaken by temporary staff, evidence shows that the overall quality of teaching at this key stage is satisfactory. Some good features are evident, but work is not always well matched to the wide ability range in classes and some pupils do not make sufficient progress. Sometimes, too much time is spent on whole class teaching so that pupils do not have enough time to work independently; marking does not always clearly show what pupils need to do to improve.

Curriculum and other activities

Grade: 2

Inspectors agree with the school's view that the curriculum offered to pupils is good. The range of experiences is broad and fully meets pupils' needs. The curriculum is effective in developing pupils' understanding of healthy lifestyles and that of the world of work and further learning. There are good opportunities for pupils to take part in a wide range of extra-curricular activities. Good links with the neighbouring high school and a school in Tanzania enrich learning experiences. For example Year 6 pupils are taught Spanish by high school staff and a specialist physical education teacher is used to bring additional expertise into the school. Personal development and good relationships are promoted well, reinforcing the school's mission statement that a 'happy school is a successful school'. Pupils in the Foundation Stage enjoy a good, practically-based, curriculum and good use is made of the imaginative outdoor area. The school takes great care to provide additional support for pupils with learning difficulties and/or disabilities and for the minority of pupils whose home language is not English.

Care, guidance and support

Grade: 2

The school and the inspection team judge the care, guidance and support offered to pupils to be good. The school is an orderly and safe place. Pupils have confidence in staff and know help is always available if needed. Child protection procedures are well known and effective with good arrangements to ensure the suitability of all adults employed. Assessments of any risks to safety are conducted regularly and action taken promptly. Good whole school systems are in place to identify pupils who are exceeding expectations and those who are not meeting their targets, with individual action plans drawn up to improve standards for these pupils. However, day-to-day assessment in Years 3 to 6 does not always identify to pupils what they need to do to improve. Support for pupils' social and emotional development and their enjoyment of learning are strong features of the school's care and guidance programmes. Induction into the nursery and on transfer to secondary school is good.

Leadership and management

Grade: 2

The school judges leadership and management to be satisfactory. Inspectors judge this aspect to be good based on the rising standards, particularly in the Foundation Stage and in Years 1 and 2, and the good improvements made since the last inspection. The headteacher, with the good support of her senior management team, has clearly identified what is needed to improve the school. Self-evaluation is accurate, if occasionally modest. Given the many challenges it faces, the school has robustly focused on establishing strengths in the Foundation Stage and in Years 1 and 2 to compensate for pupils' very low social and academic skills when they start school. The senior management team and the good governing body are now rightly bringing the same determination to further improve provision in Years 3 to 6. Good plans are in hand to bring about the improvements in teaching and assessment required. The school makes good efforts to involve pupils and parents in the life of the school. Financial management is sound. Whilst the school has accumulated overly high reserves to maintain staffing, these will be eliminated within two years. Targeting some of these reserves to support improvements in Years 3 to 6 is necessary. The leadership team have the capacity and the willingness to bring about further improvements.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

We would like to thank you and all the school staff for the way in which we were welcomed and looked after when we were in your school. We thought you should all be proud of the way you represented yourselves and your school.

We think you go to a good school where all staff work hard to make sure you are safe and secure and give you good care and guidance so you enjoy learning and are well prepared to move on to high school.

We know that you reach standards which are close to the national expectations by the time you leave. We think you make really good progress in your time in the nursery, Reception and Years 1 and 2 and while your progress is satisfactory in Years 3 to 6, you and your teachers need to work at raising standards and improving your rate of learning here.

We think you are growing up to be mature, caring and helpful young people and we were impressed by your behaviour and the way you greeted adults. For example, you always said a cheery 'hello' to us and opened doors for us when we walked by.

We think you are taught a good range of subjects and the school gives you lots of opportunities to experience a wide range of activities.

We think the headteacher and the senior staff and governors lead your school well. They know what they need to do and have good plans in place to make your school better.

We would both like to thank you again for making our stay with you welcoming and we wish you all the very best for the future.