



# Pinehurst Primary School

## Inspection Report

**Unique Reference Number** 134471  
**LEA** Liverpool  
**Inspection number** 282581  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mr Michael McIlroy HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Pinehurst Avenue
<b>School category</b>	Community		Liverpool
<b>Age range of pupils</b>	4 to 11		L4 7UF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 263 1300
<b>Number on roll</b>	397	<b>Fax number</b>	0151 286 3041
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J McGowan
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr Jim Jolly

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 282581
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## **Description of the school**

Pinehurst Primary School is in Anfield in Liverpool. Formed in January 2004 from the amalgamation of an infant and a junior school it is housed on two sites and is above average in size. The school serves an area which has more than twice the national level of social disadvantage. One third of pupils is entitled to free school meals. A quarter of pupils have learning difficulties and/or disabilities which is above average. Very few pupils are from minority ethnic groups. Pupils enter the school with standards in learning that are below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Pinehurst Primary School provides a sound education for its pupils. The school has improved over the last two years and provides satisfactory value for money. There are strengths in leadership and management, particularly among middle managers. The headteacher has managed the amalgamation of the school well and has a sound understanding of its performance. However, there are some weaknesses in senior leadership, particularly in monitoring and evaluating the work of the school and in planning for improvement. The monitoring of teaching and learning is not always sufficiently robust.

Although teaching has some good and outstanding features, it is satisfactory overall and the pupils make generally adequate progress. In 2005, Year 6 pupils did better than in 2004 and brought standards close to average. However, not all Year 6 pupils achieved as well as they could. The better results were reflected in the satisfactory progress made by pupils in lessons. Pupils achieve well in the Foundation Stage. The broad and balanced curriculum meets the needs of all learners, including those with learning difficulties and/or disabilities. The personal development and well-being of pupils is satisfactory; behaviour is good but attendance is below average. The care, guidance and support that pupils receive are satisfactory. Parents are satisfied with the provision made by the school and there are effective links with other organisations.

Governance of the school is satisfactory; there is scope to hold the school more to account for its work. The school has satisfactory capacity to improve.

### What the school should do to improve further

- Raise achievement across the school, in particular in Key Stage 2.
- Improve the effectiveness of senior leaders in monitoring and evaluating the work of the school and in using the outcomes to plan for improvement.
- Share effective teaching practice in order to increase the proportion of good teaching.

## Achievement and standards

### Grade: 3

The school judges the achievement and standards of pupils to be satisfactory overall. Inspectors agree with this judgement. Pupils enter the Reception class with levels of skills and knowledge that are below that expected for their age. By the end of the year, however, most have made good progress and are doing as well in reading, writing and number as other pupils of the same age.

By the end of Key Stage 1, standards are just below the national average in reading, writing and mathematics. In lessons pupils made good progress overall because of good, and sometimes outstanding teaching. Similarly, at Key Stage 2, standards in English, mathematics and science are slightly below average overall. In the end of year tests in 2005 some average ability pupils did not do as well as they could have.

Nevertheless, the school very nearly achieved all its targets. The most recent assessments of Year 6 pupils' attainment show markedly better progress in all three subjects but particularly in science and mathematics. More able pupils make satisfactory progress as do pupils with learning difficulties and/or disabilities.

The school has analysed carefully the results in both key stages and taken effective steps to raise standards by strengthening the quality of teaching, particularly in the core subjects. There are signs that this is starting to have a positive impact; Key Stage 1 pupils are achieving well and Key Stage 2 pupils are generally making satisfactory progress.

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

### **Grade: 3**

The school judges the personal development and well-being of pupils to be good. Inspectors found them to be satisfactory with a number of good features.

The spiritual, moral and social development of pupils is effectively promoted through assemblies and circle time. This is reflected in the caring nature of pupils. For example, older pupils act kindly as 'buddies' for younger ones. However, the cultural development of the pupils is not as well developed. For example, there were few displays around the school celebrating diversity.

Pupils enjoy school; they have positive attitudes to learning and are industrious in class. They are consistently well behaved and follow the school's agreed rules which are prominently displayed on both sites. Pupils feel safe in school and know what to do in instances of bullying or if they have any concerns. Attendance is below average but punctuality is good.

Many pupils are beginning to adopt healthy lifestyles. They make positive contributions to the local and wider community through fundraising for charity. There are opportunities for pupils to exercise responsibility as monitors and school councillors often make suggestions about how to improve the school. They also run the school shop.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors agree with the school that the quality of teaching and learning is satisfactory overall with some good and outstanding features. Teaching is good in the Foundation Stage, and in Key Stage 1 it is sometimes outstanding. This has a positive impact on the pupils' motivation and progress. Teaching is satisfactory in Key Stage 2.

When teaching was good, lessons were stimulating and quickly captured pupils' interest. Work was well matched to their abilities. Teachers' careful explanations of what pupils had to learn contributed to the good progress made in lessons. Throughout the school, learning is advanced by the good relationships that exist between pupils and staff but

in some lessons, especially at Key Stage 2, there was a lack of pace and work was not always pitched at the right level to meet the needs of all pupils. Teaching assistants are well-briefed and deployed. They provide good support for pupils, including those with learning difficulties and/or disabilities.

Assessment is used well to identify pupils' progress and to give a clear picture of achievement across the school. Teachers use assessment information to identify and tackle underachievement.

## **Curriculum and other activities**

### **Grade: 3**

Inspectors agree with the school's judgement that the curriculum is satisfactory. All statutory requirements are met. The curriculum meets the needs of pupils well, including those pupils with learning difficulties and/or disabilities. There is an appropriate focus on English, mathematics and science. Computer suites on both sites enable pupils to develop well their skills in information and communication technology.

Learning is enriched by opportunities for pupils to participate in activities including visits to the local area and a farm. Visitors, such as musicians and drama groups, enhance pupils' experiences. The school is careful to ensure that all pupils are involved in such activities. Many pupils take part in a wide range of extra-curricular activities before and after school, and at lunchtime, including sport, art, drama, dance, mathematics and computer clubs. Very good links with Liverpool and Everton football clubs and other organisations add to the quality of the curriculum in physical education. Pupils in Years 5 and 6 benefit from residential visits to Denbigh and Llandudno where they participate in many activities unavailable to them at school.

## **Care, guidance and support**

### **Grade: 3**

Inspectors found this aspect of provision to be satisfactory which matches the school's judgement. The school provides a safe and caring environment for all pupils. Child protection procedures are robust. There are good systems to help pupils who have worries, such as the use of 'concern boxes'. Pupils with learning difficulties and/or disabilities are well supported by highly dedicated staff. There are effective procedures for settling pupils into both parts of the school and helpful arrangements for those transferring to secondary school.

Pupils are well supervised in and around the school. They are encouraged to develop a safe and healthy lifestyle with lessons on safety, relationships and drugs awareness. Healthy eating is promoted by the popular breakfast club and a nutrition club. Older pupils receive guidance on growing up.

The progress of pupils is tracked and updated regularly by teachers. Pupils have targets to guide their learning but these are not always used consistently or updated. Teachers' marking helps older pupils to improve their work. Teachers talk to younger pupils about how well they are doing.

## Leadership and management

### Grade: 3

The quality of leadership and management is satisfactory overall. Middle management is good but there are weaknesses in senior leadership which are slowing the school's improvement.

The two co-ordinators for special educational needs lead their area well, as does the acting Foundation Stage manager. Curriculum leaders have a good understanding of their subjects and have introduced initiatives that have improved standards. This adds to the school's capacity to improve.

The headteacher led the successful amalgamation of the two schools. He has focused on the many consequent issues and coped well with numerous staffing changes during the new school's short existence. The school runs smoothly on a day-to-day basis. Parents and pupils are consulted about school developments, such as the new uniform. The headteacher's evaluation of the school's performance is broadly accurate but key elements affecting school improvement have been given too little priority. Arrangements for the senior management team are informal and reduce its effectiveness in bringing about rapid improvement in standards. The monitoring of teaching and learning is insufficiently robust.

Governance is satisfactory. Whilst governors are committed and supportive of the headteacher, there is scope for them to hold the school more to account for its work. Finances are soundly administered and the school provides satisfactory value for money.

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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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	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	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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	3	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**

Thank you for being so polite and helpful when we inspected your school recently. I am writing this letter to let you know what we found.

These are some of the best things we saw.

- Your behaviour is good.
- You are well cared for by staff at your school.
- You enjoy school and you work hard in lessons.
- You care for and look after each other well.
- There are many interesting clubs for you to join.

We have asked the headteacher, staff and governors to change a few things in order to make your school better. These are:

- to help you to learn more, especially in Key Stage 2
- to find better ways of checking up on how well the school is working and to plan for how it can be improved
- to make all teaching as good as the best.

Once again, thank you for your politeness and help during the inspection of your school.