

Huyton-with-Roby CofE Primary School

Inspection report

Unique Reference Number	104451
Local Authority	Knowsley
Inspection number	286945
Inspection date	19 April 2007
Reporting inspector	Sarah Drake

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	481
Appropriate authority	The governing body
Chair	Canon John Stanley
Headteacher	Mr M Cooper
Date of previous school inspection	13 May 2002
School address	Rupert Road Huyton Liverpool Merseyside L36 9TF
Telephone number	0151 4778460
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Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This larger than average school serves a socially mixed, but generally deprived, area. The overwhelming majority of pupils are of White British heritage. The proportions of pupils eligible to receive a free school meal or with learning difficulties and/or disabilities are average. The school has very close links with local churches and colleges and is a member of the Excellence in Cities Partnership of schools in Knowsley. It provides educational programmes for adults and children through the extended schools partnership. The school achieved the Sports Activemark in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school provides its pupils with a happy, supportive environment that helps them to achieve well both academically and personally. It provides good value for money. Pupils' personal development is excellent. In the bright, orderly Foundation Stage, children quickly grow used to routines, sharing with others and sustaining their concentration. This stands them in good stead further up the school so that they form warm, trusting relationships with others, pay good attention in lessons and are keen to take on responsibilities. Pupils greatly enjoy school, behave in a safe, sensible manner and are well aware of how to live a healthy lifestyle as reflected in the school's Sports Activemark. They leave well prepared to benefit from the next stage of their education. Comments such as, 'the teaching at Huyton-with-Roby has put my daughter on the right path towards successful schooling' and, 'teachers' speedy and competent intervention has helped our child settle very well' exemplify parents' overwhelming satisfaction with the school. Close working with them through, for example, Family Fun courses in the Foundation Stage and family literacy and numeracy sessions, successfully raises parents' confidence and aspirations for their children. The school benefits from good numbers of volunteer parent and community helpers.

The great majority of children joining the nursery have below average skills, with significant weaknesses in their communication and personal development. By the end of Year 6, standards are well above average in English but in mathematics and science are broadly average. In mathematics, in particular, this is because relatively few pupils gain the higher level for their age. Pupils with learning difficulties and/or disabilities achieve exceptionally well due to the high quality support provided for them by all staff.

Good quality teaching ensures that pupils make consistently good progress. Teachers have high expectations and give clear explanations so that pupils understand what they need to do. They mark pupils' work supportively but do not always give them sufficiently specific information about what steps to take next to improve their work. The good quality curriculum places a strong emphasis on the development of basic skills and ensures that pupils have fun whilst they learn. Outstanding care, guidance and support for pupils underpin the school's success. Pupils say that they feel safe and secure because, 'if you feel sad you can go to the learning mentor or other people and they always help to sort out problems.' Staff know each child very well and are tireless in their determination to help them to overcome difficulties and succeed.

Good quality leadership and management have helped the school sustain a high reputation in the community over many years. Its strong principles are evident in all its work and there is a very clear sense of direction. It has an accurate view of its strengths and areas for development but is somewhat over-optimistic about pupils' achievement and the standards they reach. It takes effective action to tackle identified weaknesses and has good capacity to improve further.

What the school should do to improve further

- Raise the levels of achievement of higher attaining pupils in Key Stage 2, particularly in mathematics.
- Ensure that all teachers' marking gives pupils clear guidance about how to improve their work.

Achievement and standards

Grade: 2

Standards are slightly above average and pupils' achievement is good. Most children enter the Nursery with below the expected skills for their age in all areas of learning. They make good progress in the Foundation Stage to develop broadly average skills by the time they move into Year 1. Very few children exceed the expectations for their age. Good progress is sustained throughout Years 1 to 6. Standards at the end of Year 2 are rising. A larger than average proportion of the pupils demonstrates real confidence in reading, writing and mathematics and average numbers reach the higher level for this age group. In 2006, after a sustained period of well above average standards, results at the end of Year 6 dropped. In English they remained well above average but in science and mathematics they were broadly average. In mathematics, in particular, too few pupils achieved the higher level. In response to very careful diagnosis of their needs and well targeted support, pupils with learning difficulties and/or disabilities make excellent progress. Many achieve the expected levels for their age at the end of Year 6.

Personal development and well-being

Grade: 1

Pupils' outstanding spiritual, moral, social and cultural development ensures that the school operates, in their own words, as a 'colourful', 'exciting', 'friendly' community. From an early age, pupils collaborate well with others and show an understanding of life beyond the mundane. In literacy, for instance, Year 1 pupils had many good ideas for helping the troll make friends with the Billy Goats Gruff, while Year 2 pupils showed a mature understanding of Sophie's terror when caught by the giant.

Pupils consider that they have a real voice in school affairs, for example, helping to bring about improvements to the toilets and playground equipment. Play leaders and mini mentors ensure that nobody feels left out. Pupils are environmentally aware; recycling paper and taking pleasure in the wildlife present in the extensive grounds. They are generous fund-raisers. Through links with a Ugandan school, talks and, for example, arts activities led by visitors, they grow in their understanding and appreciation of other cultures. Some find self-discipline hard to achieve but, with positive guidance and skilful management, pupils' behaviour is excellent. Attendance levels are broadly average and punctuality is satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teachers' accurate assessment of pupils' work means that they adapt their planning suitably to cater for different needs so that pupils work purposefully and make good progress. Lessons move at a good pace and pupils sustain their concentration very well. Teachers question pupils well to establish their levels of understanding and explain clearly what they expect them to do. They use interactive whiteboards well to clarify information, engage pupils' interest and actively involve them in their learning. Pupils thoroughly enjoy practical activities. For example, Year 5 pupils behaved very sensibly, handled equipment safely and set out their work carefully to record their findings about the impact of exercise on body temperature. Extra adults, whether students, volunteers or well-trained teaching assistants, are all very clear about their roles and help pupils to keep focused on the work in hand. Homework is an integral part of pupils'

learning, with extra targeted support for those who get little help at home. Teachers assess pupils' work regularly and mark it supportively. However, when marking, they rarely ask questions that challenge the more able pupils or provide precise guidance about the next steps to take in order to raise the standard of work.

Curriculum and other activities

Grade: 2

The curriculum successfully places a high priority on developing pupils' literacy, numeracy and personal skills so that they are well equipped to ensure their future economic well-being. The curriculum is very well adapted to support the needs of lower attaining pupils and those with complex difficulties and is beginning to provide further opportunities for those of higher ability. In the Foundation Stage, all areas of learning are well catered for inside and outside. Staff capitalise well on children's interests and enthusiasms and bring a lot of fun to their learning. Information and communication technology is used well across a broad range of subjects, a good improvement since the last inspection. French from Year 1 upwards, opportunities for older pupils to sample instrumental tuition, visits and visitors, all widen pupils' horizons and add to their enjoyment of learning. Good links with other schools enhance the sporting provision and help pupils prepare to transfer smoothly to secondary school.

Care, guidance and support

Grade: 1

All staff provide pupils with high quality care, guidance and support that helps them to grow in confidence and self-belief. Staff use praise very effectively and displays throughout the school celebrate pupils' success. Pupils greatly appreciate the way that staff listen to their concerns and take action. One commented that the school is, 'really good because the bullying scheme works and sorts out problems very quickly.' Arrangements are firmly in place to ensure child protection and the safeguarding of children, as are those to secure health and safety. Pupils' progress is carefully monitored and they are fully aware of their termly English and mathematics targets. Excellent analysis of the needs of pupils with learning difficulties and/or disabilities leads to the high quality support, including that of outside agencies, that enables them to make exceptionally good progress personally and do well academically.

Leadership and management

Grade: 2

The positive atmosphere and sense of purpose that pervade the school are the product of good quality leadership and management. The headteacher's strong commitment to helping pupils reach their full potential is shared by all staff who work together extremely well. Members of the recently expanded leadership team carry out their roles well, acting as good role models and providing helpful support in their areas of responsibility. The mix of younger and more experienced staff leads to a generous sharing of ideas that keeps the school moving forward. Development planning is appropriately based on analysis of the current situation and provides clear direction. However, success criteria are not always focused sufficiently sharply on the impact that actions might have on pupils' achievement, particularly that of higher attainers. Reports from the headteacher and other staff with responsibilities keep governors well informed about school life. Some governors are regular visitors to the school and they provide it with rigorous challenge as well as strong support. Good financial management and efficient

administration mean that the school runs smoothly so that teachers and pupils can concentrate fully on teaching and learning.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for your warm welcome when I visited your school recently. I enjoyed talking with many of you and was particularly impressed by what good use you make of all the exciting equipment and different areas of the playground. It was hard to believe that so many of you were playing outside at the same time in such a happy manner. You are really thoughtful about other people's needs and the behaviour of every single one of you almost all the time is excellent. You are good at taking on responsibilities and understand very well how to keep healthy. Well done!

I am pleased to agree with you that yours is a good school. All your teachers and other staff work really hard to help you grow in confidence so that you can concentrate on learning. They clearly explain what they expect you to do and give you helpful guidance about, for instance, what you need to include when planning your writing. You and your teachers use ICT well to find out information and add interest in lots of different subjects. You also have plenty of opportunities to learn by doing things, not just by listening and writing. All this means that you make good progress in your learning.

Your headteacher and other senior teachers are good at knowing what needs to be done to make sure that the school runs smoothly and provides you with good quality education. They work together very well as a team in your best interest. To make the school even better I have asked them to do two things.

- Find ways of helping those of you who could reach the higher levels to do so, especially in mathematics.
- Make sure that, when they mark your work, all teachers give you clear guidance about how to improve it.

Your job will be to continue to enjoy learning and attending school regularly.