



# Booker Avenue Junior School

## Inspection Report

---

**Unique Reference Number** 104522  
**Local Authority** Liverpool  
**Inspection number** 286970  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** Paul Bamber

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

---

<b>Type of school</b>	Junior	<b>School address</b>	Booker Avenue
<b>School category</b>	Community		Liverpool
<b>Age range of pupils</b>	7–11		Merseyside L18 9SB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 7242941
<b>Number on roll (school)</b>	355	<b>Fax number</b>	0151 7290046
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr J Rafferty
		<b>Headteacher</b>	Mr J McCausland
<b>Date of previous school inspection</b>	2 July 2001		

---

<b>Age group</b> 7–11	<b>Inspection dates</b> 24–25 January 2007	<b>Inspection number</b> 286970
--------------------------	---	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Although pupils come from a wide range of backgrounds, the majority are from relatively advantaged homes. About an average proportion has learning difficulties and/or disabilities. There is a broadly average percentage of pupils from minority ethnic groups and the proportion whose first language is not English is slightly above average. There is a small number of looked after pupils. The school has a Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. It offers good value for money. At the heart of the school's work is its clear demonstration that Every Child Matters. The very effective lead the headteacher takes in providing the extensive range of before and after school activities greatly encourages large numbers of pupils to participate. This means that not only do pupils get great enjoyment from these activities, but that they are well prepared to use their leisure time productively in later years. The superb range of out of class activities, with opportunities to learn an instrument or acquire some spoken French, together with excellent provision for pupils with learning difficulties and/or disabilities, all contribute significantly to the outstanding curriculum. The curriculum also promotes pupils' basic skills well, enabling them to attain well above average standards and to achieve well.

The quality of teaching is consistently good. As a result, pupils enjoy lessons and progress well. The teaching and support for pupils with learning difficulties and/or disabilities are outstanding and are clearly linked to their excellent progress. Because teachers have high expectations, teach at a brisk pace, have good subject knowledge and encourage pupils to work in pairs and groups, learning is effective. The very good relationships between pupils and between pupils and adults play a large part in the positive and productive atmosphere in most lessons. Pupils behave very well in lessons and sensibly around the school. The exception is in whole-school assemblies, where too low expectations of their conduct leads to too much noise and some poor listening. Although planned, there is currently no school council, nor are there formal posts of responsibility to which pupils are appointed. This means that opportunities to contribute democratically to decision making or to learn more about the meaning of responsibility are limited. Other aspects of pupils' personal development are good and the maturity with which pupils approach lessons and play, reflect well on the effective care and support they receive. Parents understandably eulogise about the excellent support their children receive. 'The headteacher and other staff have, without doubt, on many occasions acted above and beyond the call of duty, in order to provide a truly positive educational experience for our children', is a typical comment from such parents. Although the school does track the progress individual pupils make, the system does not currently allow teachers to measure, step by step, pupils' gains in attainment during a school year. As a result, teachers are not in a strong position to judge whether pupils have achieved as well as they could.

The school is well led and managed. The headteacher's example in caring and supporting individual pupils provides a most positive role model for both staff and pupils. All staff are encouraged to hone their skills and the strong partnerships with other educational institutions, for example, with a local college, bring fresh ideas and practice into the school. Subjects are well led by enthusiastic, innovative and knowledgeable coordinators. However, too little emphasis is placed on the way in which proposed changes to the curriculum or to ways of teaching will specifically improve pupils' achievements. The school has a good record of improvement since the last inspection

and, given the clear vision for the future, its effective governance and its accurate self-evaluation, it is well placed to improve further.

### **What the school should do to improve further**

- Give pupils more formal opportunities to take responsibility and to contribute to decision making.
- Standardise the way in which the school checks pupils' progress so that targets set for individuals and for groups are better linked to National Curriculum levels.
- Be specific about how planned changes to the curriculum or to ways of teaching will improve pupils' attainment.
- Ensure that the good conduct pupils demonstrate in lessons and around the school is reflected in assemblies.

## **Achievement and standards**

### **Grade: 2**

Having entered the school with above average standards, all pupils achieve at least well. The progress of those pupils with learning difficulties and/or disabilities make is outstanding as a result of excellent teaching and support. Standards are consistently well above average in English, mathematics and science. Pupils develop their basic skills well, including information and communication technology (ICT) skills, and use them effectively to support their work across the whole range of subjects. Compared nationally, boys perform very well because of recent effective changes in their curriculum and the way in which they are taught. More able pupils reach the high standards of which they are capable. The achievements of those with a gift or a talent in an academic subject, in sport or in the arts, particularly music, is celebrated and nurtured.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils clearly enjoy coming to school. This can be seen in their very good attendance and the many happy, smiling faces in school. Behaviour is generally good around school and often better than that in lessons. Pupils feel safe in school. They have an excellent understanding of healthy lifestyles, eating healthily and taking part in large numbers in the very many sporting clubs. Spiritual, moral, social and cultural development is good with pupils clearly knowing right from wrong. Their commitment to racial equality and harmony is evident in the way pupils of different ethnic backgrounds work and play happily together at school. Pupils are keen to take responsibilities and to contribute to decision making, but have few opportunities to do so formally. This limits their experiences in assuming responsibilities over a sustained period or to partake in processes that would promote their understanding of democratic society.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils learn effectively because they are well taught. 'Teachers make lessons interesting and help you if you get stuck', was a characteristic response from pupils. Lessons are planned carefully; pupils are left in no doubt about what they should learn and the expectations for the amount of work to be produced. Teachers use their good subject knowledge to explain things systematically to clarify pupils' understanding. The frequent use of new technology, such as interactive whiteboards and camcorders, enhances pupils' enjoyment and comprehension. Good examples of this were evident in mathematics and in design and technology. The teaching and support provided for pupils with learning difficulties and/or disabilities are excellent, resulting in their outstanding achievement. They are successfully challenged to do their best and to work at a good pace. Those very few pupils for whom English is not their first language have effective support and they achieve as well as most other pupils as a result.

### Curriculum and other activities

#### Grade: 1

Pupils receive a very rich curriculum that goes beyond statutory requirements. For instance, every class is taught French by a specialist native speaker.

In English and mathematics, the setting of pupils by ability in each year group is a strength and enables them to make good progress in their basic skills. Pupils with English as an additional language are well catered for.

Provision for pupils with learning difficulties and/or disabilities is excellent, with pupils taught in small classes with a high level of support. This is a key factor in the outstanding progress made by them. The range and quality of the out-of-class activities offered are exemplary and contribute greatly to pupils' enjoyment of school. Many pupils start each day with energetic activity that they thoroughly enjoy. This contributes greatly to their healthy lifestyles and helps them to be fully alert to start their lessons. The extensive opportunities pupils have to learn musical instruments and to be involved in musical performances allow them to develop these interests, as well as contributing significantly to their personal and cultural development.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school takes good care of all its pupils. Pupils trust staff and know who to turn to if they need help. There is effective support for them when they are upset or troubled. Parents and carers feel welcome in the school and are encouraged to be involved in their children's education. The pupils say they feel safe in school, because all the staff deal with any instances of bullying effectively. Staff put the established procedures to ensure child protection and health

and safety into daily practice. There are clear strategies in place for the early identification of pupils who need additional support. Staff know their pupils exceptionally well and, through discussion and marking, support them in their work. However, some lack of standardisation in the way that pupils' progress is tracked means that it is not always easy to check on the incremental progress pupils make in their work.

## **Leadership and management**

### **Grade: 2**

Good senior leadership is at its most effective in promoting a rich and stimulating curriculum and in providing pupils with high quality care and support. It is less effective in providing opportunities for pupils to assume formal responsibilities or contribute to decision making. The strong leadership of the headteacher ensures good standards and achievement and greatly influences the caring, family ethos of this large school. The personal example of senior and middle managers encourages pupils to pursue a very healthy lifestyle. Close partnerships with the church, initial teacher training (ITT) institutions, other schools and with the local community considerably enhance pupils' learning, curriculum and personal and cultural development. Parents strongly support the school's work, especially its outstanding curriculum and excellent provision for pupils with learning difficulties and/or disabilities. Subject leaders are very committed to improving provision and are innovative, but they are insufficiently focused on how their actions impact on pupils' achievements. Governors contribute well to the school's development, especially in improving buildings and resources, and they manage finances prudently.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	2
How well does the school work in partnership with others to promote learners' well-being?	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	1
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

## Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome during the days we spent in your school. We very much enjoyed our visit to your school and it is currently providing you with a good education.

What we liked about your school.

- You do very well in your work and make good progress.
- Those of you who find learning quite difficult have excellent teaching and support and do very well as a result.
- It is wonderful to see how many of you enjoy the huge number of clubs on offer to you and the opportunities to learn a musical instrument.
- Throughout the school, you have good teachers who expect a lot of you and help you to do well.
- It is good to see how well you get on together. We think that the example your headteacher, particularly, and the other staff show you has a big influence on the lovely family atmosphere in the school.

What we think your school could do better.

- We have asked the school to start a school council as soon as possible so that you can learn how to represent other pupils and to suggest changes to how the school is run. We also feel that if you are given specific jobs around the school for a good length of time you will learn more about the meaning of responsibility.
- Make sure that the progress you make in your work is checked in the same way right through the school.
- We have suggested that when the headteacher and other staff plan changes to the way you are taught, or the subject you are learning, they should have a very clear idea about how it will help you improve your work.
- We have asked the headteacher to make sure that you behave as well in assemblies as you do in class and around the school. You can help with this by being quieter when you come into and go out of the hall.

Thank you for helping us with the inspection of your school. We hope that you continue to really enjoy school and do very well with your work.