



# Gwladys Street Primary and Nursery School

## Inspection Report

**Unique Reference Number** 104610  
**Local Authority** Liverpool  
**Inspection number** 286988  
**Inspection date** 10 January 2007  
**Reporting inspector** Colin Smith

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

<b>Type of school</b>	Primary	<b>School address</b>	Walton Lane
<b>School category</b>	Community		Liverpool
<b>Age range of pupils</b>	3-11		Merseyside L4 5RW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 5250843
<b>Number on roll (school)</b>	471	<b>Fax number</b>	0151 5301453
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Garner
		<b>Headteacher</b>	Mrs K Maunder
<b>Date of previous school inspection</b>	11 June 2001		

<b>Age group</b> 3-11	<b>Inspection date</b> 10 January 2007	<b>Inspection number</b> 286988
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Gwladys Street is a large primary school. The proportion of children entitled to free school meals is well above average, which reflects the degree of social disadvantage in the area. The proportion of children with learning difficulties and/or disabilities is broadly average. The vast majority of children are White British heritage. A small number are from Black African and Chinese heritage but only a very small number are at an early stage of learning English.

## **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's overall effectiveness and value for money provided are good. Parents and pupils have a high regard for the school and it has a deserved good reputation. In the words of one parent, but embracing the views of many, 'The school's very good ethos promotes achievement for all.' Providing a high level of care for pupils is paramount, particularly in raising their self-esteem and ensuring their safety. They are valued as individuals and always treated with kindness and respect. This helps many pupils to overcome initial difficulties and influences the way they behave towards each other. Their personal development is good and their behaviour very good. They enjoy school, become responsible learners, develop an excellent awareness of safe and healthy lifestyles and are well prepared for the future. Nevertheless, low rates of attendance remain a problem, which adversely affects the achievement of some children, often from the same few families.

Achievement is largely good. The good Foundation Stage education provided enables children to make a positive start. Many children enter Nursery with attainment lower than expected for their age. Good teaching helps them to catch up. By the end of Key Stage 1, standards are in line with national averages. Most pupils make good progress from Years 3 to 6, and standards are above average by the end of Key Stage 2. Pupils with learning difficulties achieve well in response to the good quality additional support provided. However, a minority of more able pupils do not reach the higher levels of which they are capable because the work provided is not challenging enough to fully extend their learning.

The school benefits from good leadership. Careful watch is maintained over the work of the school to ensure that the good teaching and effective curriculum provided are maintained. Consequently, the headteacher and staff have a clear understanding of the school's strengths and areas for improvement. The school's self-evaluation is accurate in every aspect, apart from standards and achievement, which the school modestly judged as satisfactory. This is largely because there is no complacency and staff can see potential improvements in the progress of some of the more able pupils. The attention given to information and communications technology (ICT) and English has been rewarded by notable improvements since the previous inspection. This illustrates the school's good capacity for further improvement.

### What the school should do to improve further

- Increase the challenge for the more able pupils to enable all of them to achieve the higher levels of which they are capable.
- Work with their parents to improve the attendance of a minority of pupils.

## **Achievement and standards**

### **Grade: 2**

From a low starting point, children in the Nursery and Reception classes make good progress. The majority reach the learning goals expected, apart from those for communication and language, which still elude one third of the children. Good progress through Years 1 and 2 enable pupils to catch up and reach average standards in reading, writing and mathematics by the end of Key Stage 1. Standards by the end of Key Stage 2 have been above average for four out of the past five years. The school's challenging targets are invariably met. In recent years, achievement in mathematics and science has been good but only satisfactory in English. This is because pupils' writing skills have been well below their skills in reading. Enriching pupils' reading and providing stimulating activities such as drama to fuel their imagination have paid off. The school's 2006 results in writing are much higher and closer to reading than they are nationally. Boys and pupils from minority ethnic groups achieve equally as well as others. However, a quarter of the more able pupils, having achieved higher levels in Key Stage 1, do not reach the equivalent higher levels at the end of Key Stage 2.

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

### **Grade: 2**

The school's very positive ethos encourages pupils to show courtesy and consideration towards others. As one pupil remarked, 'We look after each other.' The vast majority of pupils behave very well. Their spiritual, moral, social and cultural development is good. Even the most vulnerable pupils learn to understand their feelings and appreciate the views of others. Pupils acquire a mature understanding of right and wrong and develop a pronounced dislike for bullying and racism. They understand and show respect for other cultures in response to visits to faith centres and multicultural awareness weeks. They relish opportunities to take responsibility, for example, by acting as 'buddies' to lonely schoolmates and making decisions within the school council. Their excellent awareness of the importance of healthy and safe lifestyles is recognised in the school's achievement of 'Healthy Schools' status. Pupils' basic skills and capacity to work harmoniously prepares them well for the future. Attendance is below the national average, despite the school's strenuous efforts to improve it. However, if it were not for the frequent absences of children from a small number of families, attendance would match the national average. The vast majority of pupils attend regularly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils are very well managed. Lessons are calm and purposeful. Pupils try hard and present their work neatly. Activities are very well organised and interesting. In this

setting, teachers are able to concentrate on the needs of a particular group of pupils, whilst others work independently. For example, some Reception children became absorbed in investigating shells, leaving the teacher to improve other children's phonic skills. New ideas are very clearly explained. Teachers often use interactive white boards to make learning visual and they question pupils thoroughly to probe their understanding. Pupils' learning is regularly and thoroughly assessed. The information is used well in the Foundation Stage and infant classes to provide tasks well matched to pupils' different levels of understanding. In literacy and numeracy, junior pupils are taught in sets according to ability. This goes some way towards catering for their different learning needs. However, teachers do not plan additional challenges for the most able pupils in each set. This is why some of the more able pupils do not fulfil their potential.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provided meets national requirements and includes a wide variety of valuable additional activities. These include visits to cultural centres, visiting authors and artists, and a wide range of out-of-school activities. Such experiences help to compensate for pupils' often limited home experiences and make learning enjoyable. A good personal, social and health education programme raises their awareness of dangers, such as drugs and alcohol and helps them to understand the importance of safe and healthy lifestyles. The curriculum is particularly well adapted to meet the needs of pupils with learning difficulties. The school is now rightly turning its attention to the needs of the gifted and talented pupils by reviewing the way the curriculum is planned.

## **Care, guidance and support**

### **Grade: 2**

Pupils are extremely well cared for. By anticipating and minimising any risks staff ensure their safety and well-being. The good links established with outside agencies make a vital contribution to their safeguarding. Vulnerable pupils are particularly well supported. Teachers and dedicated support staff build their confidence and manage their learning and behaviour difficulties very effectively. This successfully removes many of the barriers to learning. As one parent commented, 'One to one support has made a real difference to my child.' Pupils' personal development is very effectively guided. This is evident in their growing independence and very good behaviour. Teachers' mark pupils' work thoroughly and set targets to help them to move forward. However, the school is rightly investigating ways to involve pupils in evaluating and improving their own work.

## **Leadership and management**

### **Grade: 2**

The headteacher is an experienced, caring and strong leader. She sets the tone for the school and leads by example. All members of staff share the philosophy that only happy, confident and interested pupils become successful learners. Good personal development paves the way for their good achievement. Teamwork is a strong feature. The school leadership team and subject leaders ensure that the work of the school is kept under constant review. Pupils' progress is carefully analysed and if it falters, additional support is provided to put it back on track. The outcomes of observing lessons and checking pupils' work provide a firm foundation for future planning. Challenging targets are set and progress towards them measured. This largely explains why ICT has improved significantly since the previous inspection and the improvements in writing. In recognition of the need to increase the achievement of some of the more able pupils, a gifted and talented coordinator has been appointed. Governors are kept well informed and provide good support by helping to hold the school to account. The local authority values the school's achievements and is increasingly sharing its good practice with other schools.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

<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	2

### 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	3
How well learners enjoy their education	2
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	2
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>	2
<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	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

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

Thank you for welcoming me to your school and for answering my questions so helpfully and politely. I thoroughly enjoyed my visit.

You are correct in believing that your school is a good one. You work hard and make good progress. This is why standards are above average by the time you are ready to move on to high school. I can see how much your writing and ICT is improving. These improvements are a credit to you but without the good leadership of the headteacher and the hard work of staff, they would not have been achieved.

I agree with your headteacher when she says that to be good learners and achieve well, children need to be happy and content in school. This is why teachers and support staff try so hard to look after you and help you to overcome any difficulties. Your parents agree that you are always safe in school.

Those of you I spoke to liked many things about your school and were proud to attend. This is because teachers plan many extra activities for you besides normal lessons. You show your appreciation by joining in, trying your best and behaving very well.

I have asked for two improvements to make your school even better.

- Increase the achievement the most able children in English and mathematics make, by setting them more challenging work. You can help by working quickly so that you can complete the extension tasks.
- Improve attendance by ensuring that children from all families come to school regularly. You can help by encouraging your classmates to try their best to win the weekly attendance certificate.