

Freshfield Primary School

Inspection report

Unique Reference Number	104883
Local Authority	Sefton
Inspection number	287053
Inspection dates	17 May 2007
Reporting inspector	Eric Craven HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	259
Appropriate authority	The governing body
Chair	Mr M Bennett
Headteacher	Mr V Osbaldeston
Date of previous school inspection	10–11 July 2001
School address	Watchyard Lane Formby Merseyside L37 3JT
Telephone number	01704 876567
Fax number	01704 877573

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Freshfield Primary is an average size school. It has a unit for up to 10 pupils with learning difficulties and/or disabilities and statements of special educational need who are drawn from across the local authority. The proportion of pupils with learning difficulties and/or disabilities, excluding the pupils in the unit, is below the national average. The attainment of pupils on entry is broadly in line with national averages. The vast majority of pupils are from White British backgrounds and the proportion of pupils eligible for free school meals is well below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an excellent school where standards are very high. The progress pupils make by the time they reach the end of their primary education is outstanding. All pupils make at least good progress and, for many, progress is excellent. For example, as a result of a well-planned strategy to raise boys' standards in writing, the progress made by boys has put them in a position where their standards are now in excess of boys of a similar age nationally. The pupils in receipt of extra support, through the many intervention programmes the school provides, also make excellent progress. Pupils get a good start in the Foundation Stage and this continues as they move through the school because of rigorous monitoring of their progress and rapid responses made by the school when underachievement becomes apparent. The school's monitoring records show that the quality of teaching is improving and the majority of this is outstanding. Staff have responded very well to the training and guidance they have received and lessons are interesting and vibrant. The use of information and communication technology is increasingly adding to the quality of teaching and learning. Many of the pupils talk about lessons being fun and active. An outstanding literacy lesson was observed where the pupils role-played circus animals, circus managers and interviewers in sharing their views on the merits of circuses to give a sense of purpose to their work in persuasive writing. Teaching assistants make a very positive contribution to the work of the school, notably through their delivery of the intervention programmes for pupils who need this extra support and challenge. Assessment is very thorough and, consequently, staff know the pupils and the progress they make very well. Individual pupil records are meticulously kept. However, these are not collated sufficiently into records of the progress made by groups of pupils which could further inform senior managers about patterns and trends. Targets are used well to help pupils understand the next steps in their learning and very good feedback is given to pupils through marking and discussions to ensure they know where they are at in their learning and what they need to do to further improve. Impressively, all the pupils interviewed were able to talk meaningfully about their current targets.

The school has reviewed the curriculum to take on board national guidance and it is outstanding. It excites and interests the pupils. They talk freely about the motivating opportunities they have in lessons and outside of the school day, when there is a wide variety of clubs: their attendance at these is high. Attendance at clubs earns pupils points under the children's university scheme and 31 pupils graduated from the children's university last year. Staff have responded very well to the *Every Child Matters* national agenda and this pervades the work of the school. The atmosphere is very upbeat and friendly and pupils talk confidently about the care, guidance and support they receive and that which they themselves offer to others. Robust systems are in place to safeguard pupils. Because of the highly effective focus on the whole child, pupils' personal development is excellent: their social and moral development is particularly impressive. Pupils are confident and can articulate what the *Every Child Matters* agenda means to them. They thoroughly enjoy coming to the school, as evidenced in their very high attendance rate, which is well above that of primary schools nationally. Pupils' attitudes and behaviour are exemplary. The pupils interviewed said they feel safe and know which staff they can turn to if they need help. They make a positive contribution to the operation of the school and in the

wider world through the significant amount of charitable work they undertake. The school council is impressive and makes a difference to the development of the school. For example, school meals and the school environment have been changed as a result of their input.

The creation of three distinct staff teams, led extremely well by senior members of staff, has enabled the school to forge forward over the past couple of years. Staff in the teams have a clear understanding of their roles and how their contributions make a difference and, as a result, they feel valued. The ethos of school improvement is tangible and at the heart of this is the expectation staff have that every child will progress and reach his or her potential. The headteacher has built a senior team where the delegation of responsibility is very effective but where accountability is also prominent and complacency absent. Senior staff know the school's strengths and weaknesses accurately because of rigorous and systematic self-evaluation which is unwaveringly focused on outcomes for pupils. Monitoring is regular and enables the school to appropriately modify its actions where necessary. Quite rightly, the overwhelming majority of parents are very positive about this school. A very small number disagree in some respects, with some saying parental views are not sufficiently influential. However, this is countered by most parents who feel well informed and that their opinions are taken into account. Because of the improvements made to the school and the quality of the school's monitoring and self-evaluation, its capacity to improve further is excellent.

The Inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; the quality of teaching and learning and leadership and management. Evidence was gathered from: the school's self-evaluation (SEF); national published assessment data; the school's own assessment records, policies and minutes; observation of the school at work; interviews with staff, pupils, and a representative from the local authority; and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, given its self-evaluation, were not justified, and these have been included where appropriate in this report.

What the school should do to improve further

- Make better use of data on pupils' progress at a whole school and group level.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	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?	1
The quality and standards in the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	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
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	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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

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



18 May 2007

Dear Pupils

Inspection of Freshfield Primary School, Formby, L37 3JT

First of all, many thanks to those of you who met with me to discuss your school. You stated your opinions very clearly and they were very helpful to me.

I have judged your school to be excellent for a number of reasons. Because of the quality of teaching you receive and because in the activities you are given to do in lessons, and in the many clubs you attend, you make excellent progress in your time at Freshfield. The staff also help you to develop your personal and social skills extremely well. I was impressed with how well behaved and polite you were and with the way you talked to me confidently. I was very struck by how much you knew about *Every Child Matters* and how you were putting it into practice with the healthy tuck shop, playground leaders and friendship bus stops, for example. I was very pleased to hear that you feel safe in school and are confident that you can approach one of the pastoral team if you have any concerns.

There is just one thing I have asked Mr Osbaldeston to do to help the school be even better than it is. I have asked him and the senior staff to make more use of the information on the progress you all make when they are reviewing how the school is doing.

It was a pleasure to spend time in your school and to see how well you are all doing. Keep up the good work.

You have my good wishes for the future.

Eric Craven
Her Majesty's Inspector