

# Green Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	104884
<b>Local Authority</b>	Sefton
<b>Inspection number</b>	287054
<b>Inspection dates</b>	19–20 March 2007
<b>Reporting inspector</b>	Steve Isherwood HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs P Malloy
<b>Headteacher</b>	Mr G Hewer
<b>Date of previous school inspection</b>	8 May 2001
<b>School address</b>	Green Lane Maghull Liverpool Merseyside L31 8BW
<b>Telephone number</b>	0151 5262755
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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

This is a one form entry school situated to the north west of Maghull. Few pupils are eligible for free school meals. It is larger than most primary schools and most children are of White British heritage. The proportion of children identified as having learning difficulties and/or disabilities is below average. There are no children with a statement of special educational need. When children start school, their attainment is broadly average with that expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Green Park Primary is a good school with outstanding features and has the capacity to be even better. Pupils reach above average standards and achieve well because of good teaching, a broad and stimulating curriculum and the excellent provision for spiritual, moral, social and cultural development. This is a welcoming school with a real family feel, where each child is fully included in what is offered and known as an individual. Pupils' achievements are celebrated with care and pride. As a result, pupils behave well, enjoy coming to school, feel safe and get on well with each other. Their personal development is good and paves the way for learning to flourish. Older pupils take good care of younger ones and they make a positive difference to school life through the school council. Consequently, pupils become very responsible members of the school and the wider community.

This is a school that takes exceptionally good care of every child. The quality of relationships between pupils and adults are second to none and, as a result, parents are hugely supportive of the school. They are very appreciative of the education provided for their children because of the commitment of the staff and the way they work together for the benefit of all pupils. One parent expressed the views of many when she said that, 'Our children have grown in confidence as a result of the excellent support and encouragement they have received'.

The school is very well thought of in the community and there are outstanding partnerships with other schools and agencies.

The success of the school is underpinned by the effective leadership of the headteacher who has ensured that the strengths of the previous inspection have been built upon. As a consequence, the school has improved and is well poised to improve further. Children make good progress from the moment they enter the Nursery. By the time they leave in Year 6, standards are above average and in English are exceptionally high because the teaching is consistently strong and the subject is very well led.

Teaching is good overall. In the best lessons, expectations are high, tasks are challenging and lessons build well on pupils' enjoyment. Teachers manage pupils well through praise and encouragement and activities are well chosen. In a small number of lessons, although most pupils achieve well, some of the higher attaining pupils have the potential to progress more and push on faster with their work.

Systems for interpreting data, setting targets and tracking progress are well developed. As a result, the leadership of the school is forward thinking and reflective and has correctly identified where pupils could achieve more. Senior leaders are well aware that higher attaining pupils do better in English than in mathematics and science and have identified why this is the case. They are also aware of inconsistencies in the effectiveness of how the school checks on the quality of teaching and learning.

The school has made good progress since the last inspection and provides good value for money.

### What the school should do to improve further

- Raise standards further for higher attaining pupils in mathematics and science.
- Ensure that all lessons are sufficiently challenging to enable all pupils to make good progress.
- Establish more frequent and rigorous checks on the quality of teaching.

## Achievement and standards

### Grade: 2

Pupils make good progress and standards are above average. When children enter the school, their attainment is typical for children of this age. They get off to a good start in the Foundation Stage and make great strides in their learning. As a result, by the beginning of Year 1, most reach, and a high proportion exceed, the nationally expected levels for their age. By the end of Year 2, standards are consistently above average in reading, writing and mathematics.

Work in lessons and pupils' books confirms that progress is generally good as pupils, including those with learning difficulties and/or disabilities, move through the school to Year 6.

Challenging targets for the end of key stage national tests are generally met. Standards in mathematics and science are above average and in English they are exceptionally high, as reflected in the latest test results for Year 6, in 2006. However, the school is aware that the rate of progress for higher attaining pupils in mathematics and science is not as rapid as it is in English.

## Personal development and well-being

### Grade: 2

Pupils' personal development is good with outstanding features and supports their learning well. Their above average attendance testifies to their enjoyment of school. As one child said, 'We have a happy, friendly school and we like being together.' As a result, pupils feel very secure and well cared for. They behave well and normally are caring and polite towards each other. Older pupils take good care of younger ones at playtimes. However, during some lessons a small number of pupils become less attentive and considerate, especially where teaching fails to capture their interest and enthusiasm. Pupils are very clear as to what constitutes bullying; incidents are rare and swiftly resolved. Pupils are confident to approach any member of staff for help if required.

Pupils play an active role in decision making through the school council and make a positive contribution to school life. It was their idea to reduce the noise in the junior classrooms by having partitions built and to make alterations to the computer room. Pupils have an excellent understanding of what constitutes a healthy lifestyle and participate eagerly in an extensive range of sport and physical activities, including walking or cycling to school. They are also very aware of the importance of a balanced diet. Gaining the Healthy Schools and Activemark Awards confirms the school's outstanding commitment to pupils' health and well-being.

Provision for pupils' spiritual, moral, social and cultural awareness is outstanding. A rich range of experiences develops pupils' understanding of themselves and their place in the wider world. Pupils support a range of charities, including one to help build a school in Tanzania. The school places great emphasis on developing pupils' awareness of protecting the environment, through conservation and re-cycling. This is an example of pupils' excellent contribution to the community. Pupils' good standards in basic skills and in information and communication technology (ICT) provide a strong foundation for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good and results in pupils making good progress. Achievement is particularly strong in English, where learning is very effective. In the best lessons, teaching builds well on prior knowledge, activities are engaging and pupils are engrossed in their work. Planning is good and classroom management is strong. Teachers have good subject knowledge and develop pupils' thinking skills well through good questioning. Information from assessments of pupils' work is used effectively to plan the next steps in learning. Pupils are made aware of their learning targets and know exactly what is expected of them.

In a small number of lessons, opportunities to stretch and challenge more capable pupils are not fully taken. On occasions, activities lack pace and are not sufficiently engaging to capture the interest and enthusiasm of all learners and support staff are not always effectively deployed. Provision for pupils with learning difficulties and/or disabilities is well organised and links with parents in this regard are excellent.

### Curriculum and other activities

#### Grade: 2

Overall the curriculum is good. It meets statutory requirements and matches the needs of the vast majority of pupils. The Foundation Stage curriculum is well organised and pupils make good progress as a result. Through the school, pupils develop a firm grasp of the basic skills they will need for future success. Pupils with additional needs in their learning are well catered for in all classes. There is an extensive range of after school activities and sporting clubs. The use of ICT to engage and interest pupils has had a positive effect on learning. The curriculum supports pupils' ability to be healthy and stay safe extremely well. The promotion of healthy lifestyles is a strength of the school due, in no small part, to the involvement of the school council. Pupils' awareness of other cultures has improved due to the higher profile given to this aspect of the curriculum.

### Care, guidance and support

#### Grade: 2

The school provides good care, guidance and support for its pupils. Arrangements for safeguarding fully meet all requirements. Staff know pupils and families well. Pupils are extremely well supervised and the care shown by staff throughout the school is outstanding. Pupils feel safe and free from bullying. They are happy in school and are confident that staff will look after them. Pupils are well prepared for transition between the key stages. The school promotes pupils' awareness of the need for healthy eating and regular exercise and many choose to join in the extra-curricular clubs provided for them. Pupils are actively involved in supporting their local and wider community as can be seen by their regular fund-raising and involvement in local activities. Support for the emotional development of pupils is excellent. Academic guidance and support, although good overall, does not always challenge higher attaining pupils to stretch themselves and fulfil their potential.

## Leadership and management

### Grade: 2

Leadership and management are good. The high standards identified at the time of the last inspection have been improved. This is mainly because of the strong leadership of the headteacher who works with energy and determination to drive the school forward. He is well supported by an equally committed team of staff and governors who share his vision and sense of direction. As a result, standards have risen and morale is high.

Although systems are in place to monitor the quality of teaching and learning, formal checks on lessons and pupils' work are not frequent enough and, at present, do not involve all members of the leadership team.

Nevertheless, the school is not complacent. It knows the aspects of pupils' work that need to be even better. For example, senior leaders have correctly identified that the achievement of higher attaining pupils in mathematics and science requires some improvement and has implemented action to raise achievement further. These actions are beginning to bear fruit, with increasing numbers of pupils achieving more highly. The school's response to potential underachievement is a strong feature of its work.

The governing body plays a key role in shaping the school's direction and in holding it to account. Its members are extremely committed, discharge their duties well and offer good levels of support and challenge. They are involved in evaluating the school's performance and planning for improvement. As a consequence, and along with its other strengths, the school has good potential to be even better.

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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	<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?	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

<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	1
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	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

<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.

## Annex A

**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**

As you know, Mr Reid, Mr Hilton and I visited your school recently to find out how well you are learning. We enjoyed our two days with you and thank you for being so polite and friendly. You made us feel very welcome. I am writing to let you know what we found out.

First, we would like you to know that you go to a good school. You work hard, behave well and get on well with each other. You feel safe, care for each other and show concern for others less fortunate than yourselves through your fund-raising. You have an excellent awareness of how to keep fit and eat healthily. You make an excellent contribution to the community by, for instance, caring for your environment.

You are taught well and make good progress in your learning, particularly in English. Mr Hewer and all the staff and governors work very hard to make the school as good as it can be and we are sure that it will continue to improve.

We have asked if they can continue to ensure all lessons are interesting and challenging so that all of you make good progress. Second, we have also asked them to check more closely on how well you are learning.

Thank you for helping us with the inspection