

# Fazakerley Primary School

## Inspection report

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<b>Unique Reference Number</b>	131818
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	295458
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Paul Bamber

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	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Mann
<b>Headteacher</b>	Mr G Jones
<b>Date of previous school inspection</b>	23 January 2001
<b>School address</b>	Formosa Drive Liverpool Merseyside L10 7LD
<b>Telephone number</b>	0151 4743060
<b>Fax number</b>	0151 3300375

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school. Most pupils who attend live in an area that has twice the average level of social and economic disadvantage. A much larger proportion of pupils than normal are entitled to a free school meal and a considerably higher than average percentage has a learning difficulty and/or disability. Most pupils come from White British backgrounds with smaller than average proportions from minority ethnic groups or who speak English as an additional language. The main other languages used are Chinese and Polish. 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 and some aspects are outstanding. Pupils of all ages, backgrounds and abilities achieve well as a result of overall good teaching. They behave impeccably, show very positive attitudes to learning and have considerable pride in their school. Staff at all levels care for pupils extremely well, responding very sensitively to their varied needs. This goes a long way to removing many of the quite considerable barriers to learning a significant minority of pupils encounter. A positive factor in pupils' obvious enjoyment of school is their interesting curriculum. Underpinning the school's success is the very effective leadership of the headteacher which is well supported by the recently appointed senior leadership team.

Children enter the Nursery with overall skills that are well below those expected for their age. In their language and number skills they are very low. They make good progress through the Nursery and Reception (Foundation Stage). Over the last four years, pupils' achievement in Key Stage 1 has rarely been better than satisfactory and their standards have been below average. In both the Foundation Stage and Key Stage 1, standards in reading have declined. This is because, until this academic year, there have been shortcomings in teaching letter sounds (phonics). Through Key Stage 2, pupils' standards have improved well over the last two years as a result of more effective teaching and more focused procedures for tracking progress. Pupils now attain broadly average standards, indicating good overall progress from entry into the school. More pupils have been helped to reach the expected standards by Year 6 over the last two years. Specific extra support for the more able and for pupils with learning or behavioural difficulties enables these pupils to achieve well. Pupils speak warmly about how much they enjoy lessons and are very sure that theirs is a 'really good school'. They seize eagerly on opportunities to take responsibility for jobs around the school, which help its smooth running or to help to look after the younger ones. They develop other effective skills for their future through working in teams, by answering the office telephone at lunchtime and by developing good information and communication technology (ICT) skills.

The experiences pupils gain from making visits out of school enhance well their excellent personal, social and cultural development. Pupils' appreciation of the arts, of spirituality and of health issues are well promoted by visitors into school. For example, their knowledge and understanding of the uses and dangers of electricity are very well developed through visits from partners in the business world.

The headteacher is extremely well thought of by parents, pupils and governors. He is a strong leader who inspires loyalty and provides clear direction for the school. Recent appointments to strengthen the leadership of the Foundation Stage and Key Stage 1 are providing much more rigour in monitoring the effectiveness of these key stages. The resulting improvements in the quality of teaching and in pupils' standards and progress are already evident. The school's view of itself is mainly accurate but slightly overestimates the overall quality of teaching and of leadership and management. The much improved standards in Key Stage 2, the recent successful actions taken to rectify shortcomings in the Foundation Stage and in Key Stage 1, together with the newly appointed, highly effective senior leadership team, demonstrate that the school has outstanding capacity to improve even further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children have a good start to their education in the Nursery and continue to make good progress overall in Reception. The sensitive manner in which children are welcomed into the school and fully supported to settle into routines and school life is much appreciated by parents and the children. Having a member of the Nursery team as a 'key worker' reassures families and gives them a first port of call if they have any concerns.

Throughout the Foundation Stage, staff work successfully to provide children with purposeful activities. Both the vibrant classrooms and the well-equipped outside areas provide effective provision for all areas of children's learning. The day-to-day progress children make is carefully tracked by staff enabling most activities to meet well the needs of individual children. Children make particularly good progress in their personal and social education and in their physical development. Satisfactory progress is made in children's early language and reading skills. Two reasons for this are that it is only during this academic year that a truly effective way of teaching letter sounds has been introduced and the fact that children are asked too many questions which require one word or very short responses. Despite their good overall progress, children enter Year 1 with attainment that is below and sometimes well below that expected.

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

- Raise standards in the Foundation Stage and in Key Stage 1, especially in reading.

## **Achievement and standards**

### **Grade: 2**

Overall, pupils achieve well to get from well below expected standards on entry to average standards by the end of Year 6. Recent effective action to improve standards and achievement in the Foundation Stage and Key Stage 1 means that in both these key stages, provision is much better and standards are beginning to improve. The most recent teacher assessments for the current Year 2 indicate that pupils are now approaching broadly average standards. This is a good improvement on the last four years, when standards in Year 2 have been below average, especially in reading. The relative weakness that remains in reading, compared with writing in this key stage, is in contrast to the national pattern. Analysis of the end of Year 6 test results and of the school's own data confirm that pupils in Year 6 reach average standards in English, mathematics and science. This shows continual improvement since 2005 through Years 3 to 6. The good progress made by pupils with learning difficulties and/or disabilities is shown in the number attaining the expected level in the 2007, Year 6 national tests. Those pupils who speak English as an additional language also achieve well because they feel welcomed and receive the necessary support and encouragement to develop their English quickly.

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

### **Grade: 1**

A visitor's immediate impression of the school is of the friendliness and courtesy of the pupils. This stems from the excellent relationships. Pupils' spiritual, moral, social and cultural development is outstanding, particularly the social and moral aspects. A feature of their very good cultural development is a focus on pupils' own heritage. Pupils understand the basis of healthy lifestyles, talk about the types of food that are good for them and of the benefits of physical activities. Behaviour in classrooms, around the school and in the playground is excellent.

Pupils have great faith and trust in all adults, confident that they can turn to them if necessary. As a consequence, they feel safe and secure in school. In lessons, pupils enjoy their work, eager both to achieve and to please. They collaborate well and celebrate each other's work. Attendance is broadly average and improving. Pupils learn well about their future roles in the workplace. This was observed in Year 6 when pupils applied their mathematical skills to the role of an architect. Many pupils are involved in school activities and improvements. The school council is listened to and initiates, for example, fund-raising events. Pupils contribute well to the school community and they become increasingly mature.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall teaching is good. It ranges from satisfactory to outstanding. Pupils are eager to learn. They behave very well in class and listen most attentively. As a result, they learn well. Teachers are well prepared and have good subject knowledge. In most lessons, they use ICT to support learning effectively and some make excellent use of the interactive whiteboards. Pupils enjoy being challenged and respond well to the tasks they are set. Occasionally in lessons, there is a lack of pace and pupils are given too long to carry out an activity. At times, also, tasks can be too mundane and not matched sufficiently to pupils' needs. Most teachers, in Key Stage 2 particularly, use questions effectively to help pupils organise and articulate their thoughts. Pupils with learning difficulties and/or other disabilities are supported very well, with both suitable tasks and quality support from teachers and teaching assistants. Most pupils are confident in judging their own performance in lessons. The school is right in wanting to improve pupils' knowledge of the progress they and their peers make.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum impacts on pupils' personal, social and health development extremely well. It meets the vast majority of pupils' academic needs well. The recent revision to the way the National Curriculum is taught now provides pupils with more opportunities to develop their speaking and listening skills. There are clear signs that this is beginning to have a positive impact on standards in literacy in the Foundation Stage and in Key Stage 1. Key to pupils' excellent personal development is the very well thought out and effectively taught programme for personal, social and health education. Vibrant displays throughout the school tellingly reflect pupils' wide range of work. Visitors add to pupils' enjoyment and learning in many ways. A hugely entertaining assembly, led by a member of the local clergy, completely enraptured the pupils in Key Stage 2 who gained an excellent appreciation of spiritual and moral issues as a result. The school has introduced a programme of teaching based on themes. It acknowledges that the intended outcome of focusing pupils more on acquiring and applying skills rather than merely absorbing knowledge has not yet been fully achieved. In theme weeks, including Art and Book weeks, authors, poets, artists and actors work with pupils bringing the curriculum to life and inspiring them to learn. There are several out-of-class activities for pupils to enjoy, ranging from football to art and design, but these are more limited than in most similar sized schools.

## Care, guidance and support

### Grade: 1

The high degree of care for all pupils is evident in the relationships observed and in the happiness on pupils' faces. Staff know their pupils very well and pastoral care is excellent. Pupils with social or learning problems are identified and their needs are provided for so that they achieve as well as their peers. Opportunities are provided for them to share any concerns with adults. Parents speak very highly of the school and how well staff welcome and care for their children so that they feel safe and happy. Links between school and home are very good and parents are kept well informed about their children's learning. Although pupils' attendance is satisfactory, it has improved recently as a result of the school's strenuous efforts. Pupils feel very well supported in their work and all have targets to help them improve. In some cases, these are not precise enough in content. Clear thought is given to marking pupils' work in meaningful ways and they find this most helpful. Pastoral care is outstanding and academic guidance is good.

## Leadership and management

### Grade: 2

The school owes much of its success to the good overall quality of leadership and management. Newly appointed leaders are fully committed to and have the necessary skills to make further improvements to pupils' standards and achievements, especially in the Foundation Stage and Key Stage 1. Some of these are already apparent. This has followed a period of instability in the Foundation Stage and Key Stage 1, which the school's management has taken a while to resolve.

The headteacher's continuing strong leadership has ensured the outstanding care and well-being of pupils and that the school is well thought of in the community. It provides a haven for the many vulnerable pupils and helps all pupils to become positive, concerned youngsters. The vast improvements made to the school's accommodation since the last inspection are testament to the headteacher's tenacity and desire to provide pupils and staff with the best possible learning environment. Some middle managers are not fully focused on the impact of their work on pupils' achievement. Others are making a considerable impact on enriching the curriculum further, on fine tuning tracking systems and in involving pupils much more in assessing how well they are progressing towards reaching the targets set for them. Senior leaders rigorously track the school's performance and show through their development planning that they are very clear about what needs to be improved or refined. Governors support the school effectively in many ways. They act as a sounding board for the headteacher and do not hesitate to make suggestions about ways that the provision for pupils might be enhanced.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

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

<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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

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

I would like to thank you very much for the very warm and friendly way in which you welcomed me and the other inspectors when we visited your school at the end of last term. It was lovely to hear how much you enjoy school and to see you working so hard in your lessons. Your parents also told us what a good school they think it is. They are right, it is a good school and some parts are excellent. You are helped to become polite, extremely well behaved and responsible. You are taught well and have a lovely atmosphere in which to work and play. You get on very well together and with the staff. Some of the visitors who come into school to work with you also add a lot to the fun you have and to your learning. The juniors obviously thoroughly enjoyed Jeff's assembly! You wouldn't be so happy or do so well in your work if it wasn't for the excellent way the staff look after you. All these good things are in place because the school is run well by your headteacher and the other teachers who particularly help him.

Part of my job is to suggest ways that the school can be even better. The one thing, in particular, I have asked it to do is to make sure that the children in the Nursery and Reception classes and in Years 1 and 2 do a bit better with their work, especially in their reading.

Keep on working as hard and behaving as well as you do now and you will help your school to become even better. One or two of you can help by coming to school a bit more regularly. I wish you all much luck and hope you had a really happy Easter holiday.