



15 March 2007

Mr J Jolley (Headteacher)
Pinehurst Primary School
Pinehurst Avenue
Liverpool
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Dear Mr Jolley

OFSTED MONITORING OF SCHOOLS WITH GRADE 3

Thank you for the help which you and your staff gave when I inspected your school on 14 March 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the staff with whom I met and also to the two governors and the local authority representative who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in March 2006 the school was asked to address three areas for improvement: to raise achievement, particularly in Key Stage 2; to increase the proportion of good teaching; and to improve the effectiveness of senior leaders in monitoring and evaluating the work of the school and in using the outcomes to plan for improvement.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

Since the inspection of March 2006 the school has experienced considerable instability in its senior leadership team. The deputy headteacher left the school in October 2006 and has been replaced by a substantive deputy headteacher who took up her position less than a month ago. Interim management arrangements lessened the effect of these changes, but, nevertheless, the school's response to addressing the areas for improvement has been hampered. However, the school is now in a promising position to build more systematically and speedily on the developments it has introduced.

The national test results in 2006 saw a modest rise in the percentage of pupils achieving the nationally expected Level 4 in English, mathematics and

science. However, there was a drop in the proportion of pupils gaining Level 5 results. The school's recently introduced tracking system and teachers' assessments suggest that pupils are on target to surpass last year's results in English at Level 4 and to reach the school's target. Predictions also indicate more pupils will reach Level 5 in reading but that the school may not reach its target for Level 5 in writing. In mathematics the school's data shows that the proportion of pupils likely to achieve Level 4 and Level 5 should increase from last year but that the school's targets for these levels may not be achieved. The data suggests that not enough pupils in Year 2 are on track to enable the school to achieve its target of Level 2+ in reading and writing, although the target should be surpassed in mathematics. Training received by teachers and teaching assistants has improved the effectiveness of programmes targeted at particular groups of pupils: they are making better progress as a result of the school's intervention strategies. Observations during the visit show that pupils are making generally good progress in their lessons as a result of more consistently good teaching.

The impact of work to improve the quality of teaching is beginning to emerge. Teaching observed was of good quality overall and accurately reflected the judgements of the senior leadership team. The behaviour and attitudes of the pupils are at least good and sometimes outstanding and enables them to be receptive to the learning opportunities presented. The school has improved its resources for learning. For example, new interactive white boards are used well to enliven learning. The school has taken soundings from pupils who indicate that many lessons are more interesting and motivating as a result. Training for staff is impacting positively on learning, notably mind friendly learning approaches. Subject coordinators have benefited from networking with teachers from other schools and the products of some of these associations have been successfully introduced into teaching programmes. Interventions with less able pupils are proving effective and setting arrangements in Year 6 help the school appropriately match work to the needs of these pupils. However, the school's work with the more able pupils generally is not systematically planned and is therefore not fully capitalised upon.

Arrangements to improve the effectiveness of monitoring and evaluation by senior managers are at an early stage of development. The deputy headteacher has settled into her role quickly and is already making a valuable contribution to the senior leadership team. Senior leaders are undertaking a programme of professional development to improve and systematise their monitoring and evaluation procedures. Similar training is to be given to the whole staff team. Monitoring of lessons by senior managers does identify strengths and weaknesses. However, the omission of clear judgments on the quality of teaching limits their usefulness as a management tool. The school improvement plan is underpinned by action plans for all subjects and other aspects of the school. However, planned outcomes fail to measure progress sufficiently in terms of raised attainment and improvements to the quality of

teaching and learning. The school recognises these deficiencies and is working closely with the local authority to introduce an 'intensive support programme' to draw together the strands of raising standards and improving teaching and learning and to build more rapidly upon its early work.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Eric Craven
Her Majesty's Inspector