

# Banks Road Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104516
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	308622
<b>Inspection dates</b>	10–11 October 2007
<b>Reporting inspector</b>	Arthur Markham

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

---

<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	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Hepple
<b>Headteacher</b>	Mrs S Devereux
<b>Date of previous school inspection</b>	5 May 2004
<b>School address</b>	Banks Road Garston Liverpool Merseyside L19 8JZ
<b>Telephone number</b>	0151 4274360
<b>Fax number</b>	0151 4949716

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 October 2007
<b>Inspection number</b>	308622

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This slightly smaller than average sized school serves an area with a high degree of social disadvantage. Most pupils are White British and none of the few pupils from minority ethnic backgrounds are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is above average. The number of pupils joining and leaving the school throughout the year is above that in most schools as a result of regeneration in the area. The school has Healthy School and Investor in People status and has achieved the Basic Skills Quality Mark, the Intermediate Inclusion Charter Mark and the BECTA award for information and communication technology (ICT).

## 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 outstanding school, which provides excellent value for money. The high emphasis placed on achieving its aim to be a 'fully inclusive school, where every child matters', is clearly evidenced in all that it does. It is rated highly by parents who value greatly the quality of education and the outstanding level of care, guidance and support provided for their children. Statements such as, 'Banks Road is truly first class', and, 'Banks Road provides my child with the best all round education I could expect', reflect the views of many parents.

The school is extremely well led and managed with a strong focus given to creating an exciting learning atmosphere in which pupils can flourish. The committed staff work very well together to ensure that all pupils reach their full potential and benefit from a broad and balanced education. High quality teaching and a rich, stimulating curriculum ensure that pupils really enjoy their learning. They consequently have very good attitudes to school, are enthusiastic in lessons and work hard to please their teachers. As a result they make very good progress to reach standards that are above national averages by the end of Year 6. In relation to their well below average attainment on entry to the school pupils' achievement is outstanding. However, the school is not complacent and continually works hard to further improve standards. The setting of challenging targets is fundamental to this process. Staff place great importance on generating a mature attitude to school in pupils, who clearly recognise the importance of working hard to achieve their targets. This is reflected in the very positive learning atmosphere evident throughout the school and the work of the current pupils, which indicates that standards are successfully being maintained at this level.

Pupils' outstanding personal development and well-being are central to the success of the school. Pupils enjoy excellent relationships with their teachers, saying they like them because they are friendly and make learning interesting. They appreciate the care teachers take to foster their confidence and self-esteem and are aware that teachers have their best interests at heart. Pupils have a mature and sensible attitude to school, enjoy their work immensely and want to succeed. They behave extremely well, taking responsibility for their own behaviour and playing very cooperatively together. The many opportunities given them to work together in pairs and teams develop their personal qualities effectively and the attention given to the basic skills in literacy, numeracy and ICT prepare them well for their future schooling. Attendance is just below the national average, mainly because of the poor attendance of a few pupils.

Outstanding leadership and management are key factors in the school's success. The headteacher, senior management team, subject coordinators and governors all fulfil their roles extremely well. The school's monitoring and self-evaluation is broadly based and accurately identifies the areas needing development. Governors are actively involved in the life of the school and carry out their responsibilities very well. There has been excellent improvement since the last inspection and there is an excellent capacity to continue to improve further.

## Effectiveness of the Foundation Stage

### Grade: 1

Provision in the Foundation Stage is outstanding. Parents are very happy to bring their children to this safe and secure environment. They appreciate the high quality care taken of their children. 'No problem is too much trouble', typifies the views of parents. The quality of teaching is excellent. The very close attention given to developing children's social and personal skills

is a major factor in children getting off to an excellent start and settling quickly into the Nursery. Assessment information is used very effectively in providing a range of learning opportunities, both child and teacher initiated. Although on entry many children have low level skills, particularly in relation to their personal, social and emotional development and language and literacy, they flourish and quickly develop good learning habits. As a result, they make very good progress in all areas of learning, although standards are still below those expected by the time children leave the Foundation Stage and enter Year 1. Even though close attention is given to developing their language and literacy skills, the difficulties many children have in this area impacts adversely on standards overall.

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

- Work with a small minority of parents to create a greater understanding of the need for regular attendance to improve children's learning.

## **Achievement and standards**

### **Grade: 1**

Throughout the school pupils make excellent progress because high quality teaching stimulates them to want to learn. The careful monitoring of pupils' work, so that any underachievement can be addressed, is a further key factor in this success. When they enter Year 1, pupils' skills are generally below those expected, with some well below typical expectations. Close attention is given to developing their basic skills, but the increasing number of pupils having special learning needs impacts adversely on standards. This is reflected in the fluctuating standards reached by the end of Year 2, which over the last few years have generally been below average. However, by the end of Year 6 standards are above the national average. This very impressive improvement in pupils' performance compares very favourably with other schools nationally. The current pupils are maintaining these standards and those pupils with learning difficulties and/or disabilities make similarly impressive progress to others in the school because their needs are identified accurately and they are given very good support.

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

### **Grade: 1**

Pupils enjoy school immensely and have excellent attitudes to learning. 'Our school is brilliant', is a comment typical of them. Their spiritual, moral, social and cultural development are outstanding. Pupils respond to the teachers' calm encouragement to do the right thing by behaving in an exemplary manner. Assemblies provide opportunities for quiet reflection and lessons develop pupils' spiritual awareness very well. Pupils show increasing maturity as they move through the school. They value greatly the opportunities they are given to express their views and the many chances given them to represent their school, for example when the choir performs at nearby old people's homes at Christmas. They carry out a range of responsibilities very seriously and show care and concern for others through their collections for charity. They say they feel safe and confident that they could go to a teacher if they felt concerned and have a very good understanding of the importance of a healthy diet and physical exercise. Most pupils attend regularly, but attendance figures are affected significantly by the poor attendance of a minority.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding and is clearly reflected in the very good progress made by pupils. Lessons are well planned to meet pupils' needs and activities explained in an interesting way so that pupils fully understand what they have to do. Pupils rise to the teachers' high expectations of them and classrooms are consequently quiet, industrious places in which pupils strive to do well. The imaginative use of interactive whiteboards and well targeted questioning stimulates pupils who respond in a lively manner and really enjoy their learning. Assessment procedures are very good and the teachers' careful marking of work and use of developmental comments ensures that pupils know how they can improve. The very well trained teaching assistants make a particularly good contribution to pupils' learning. They work in close partnership with teachers and their support enables pupils with learning difficulties and/or disabilities to achieve very well.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum provides excellent opportunities for all pupils to learn and achieve well. Throughout the school, achievement in English, mathematics and ICT is strengthened by their excellent use in other subjects. Pupils' personal development is developed extremely well through discussions in 'circle time' sessions and personal, social and health education lessons. Residential visits for pupils in Year 5 provide opportunities for them to become increasingly independent and to take on personal challenges. Visits and visitors to the school enhance the learning opportunities presented to pupils. An extensive range of sporting and creative activities promote pupils' all-round development and enjoyment of school. Very good use is made of staff expertise to provide specialist teaching in subjects such as French and physical education. Excellent links with local businesses develop pupils' awareness of the world of work and prepare them well for their future lives.

### **Care, guidance and support**

#### **Grade: 1**

The school has a very warm and caring atmosphere and great importance is placed on providing sensitive support to all pupils. Relationships are excellent and pupils appreciate the high level of care provided for them. Typical comments from pupils include, 'If you've got problems they'll help you solve them', and 'Teachers take good care of you'. Child protection, health and safety and risk assessment procedures are secure and regularly reviewed. Pupils' academic progress is closely monitored and target-setting arrangements give them clear information on how to improve. Very well organised induction arrangements ensure that pupils who enter the school at different times of the year quickly settle. Excellent use is made of outside agencies in helping to ensure that the most vulnerable pupils are enabled to take a full part in all the school has to offer.

## Leadership and management

### Grade: 1

The headteacher is an excellent role model and gives a very clear educational direction to the school. She is supported extremely well by the deputy headteacher and all the staff and has successfully created an effective team approach where everyone is constantly trying to improve the school further. Monitoring and evaluation procedures are very well organised and accurately identify the school's strengths and areas needing development. The school is not complacent, as indicated by the staff who say that, 'We never rest on our laurels.' Challenging targets are set and pupils' progress towards them is very closely monitored so that action can be taken to ensure that standards do not slip. In these circumstances, it is not surprising that pupils achieve very well. Governors fulfil their responsibilities extremely well. They are very involved in the life of the school and make a strong contribution to moving the school forward.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

### 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
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	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
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	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 the 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

<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>	1
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	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	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

---

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

Thank you so much for the very warm welcome you gave us when we visited your school. We really enjoyed talking to you and getting your views of your school. You all said how much you enjoyed school and that it was 'brilliant' and we agree that it is outstanding.

We particularly liked the warm and friendly atmosphere and the way the staff take excellent care of you so that you feel safe and happy. They work hard to make learning interesting for you so that you do well. The wide range of activities that they plan for you impressed us, particularly the links you have made with local businesses and schools in other countries. Many of you told us how much you liked your teachers and that you think your headteacher is the 'best'. This is clearly evident in the way you work so hard for them and is the main reason that you make very good progress and achieve outstandingly well. We were very impressed with your behaviour in lessons and the way you play together so well at playtimes. It was also pleasing to hear how aware you were of the importance of a healthy diet and the need to take part in physical activities so that you keep fit and healthy, when we talked to some of you at lunchtime.

We have asked the school to work with a small number of you and your parents to improve your attendance at school.

Thank you for helping us so much with the inspection of your school. You are very lucky to go to such an excellent school. You can help Banks Road Primary to improve even more by continuing to work hard and making sure that you come to school regularly.