

# Egremont Primary School

## Inspection report

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<b>Unique Reference Number</b>	105035
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	308748
<b>Inspection date</b>	16 January 2008
<b>Reporting inspector</b>	Michael McIlroy 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	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Owens
<b>Headteacher</b>	Mr G Lester
<b>Date of previous school inspection</b>	17 May 2004
<b>School address</b>	Church Street Wallasey Wirral CH44 8AF
<b>Telephone number</b>	151 6385406
<b>Fax number</b>	151 6390122

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## Introduction

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

## Description of the school

The school is larger than most primary schools and serves an area where deprivation is more than twice the average. The proportion of pupils eligible for free school meals is more than three times the average. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average and several have a statement of educational need. The school holds a number of awards, including the Basic Skills Quality Mark and the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Egremont Primary School provides a satisfactory education for its pupils and has a number of good features. Its chief strengths lie in the exceptional care it provides for its pupils and the good support and guidance which they receive. Pupils' personal development and well-being are also good.

The good behaviour of pupils, their politeness and courtesy to visitors and their enjoyment of school reflect their good personal development and well-being. They have a good understanding about how to stay safe and a very good appreciation of how to lead healthy lifestyles. This is shown by their high levels of participation in the school's sports clubs and their enthusiastic and sensible use at lunch-times of playground games and equipment such as the small climbing wall. Pupils make good use of the many opportunities created by the school for them to exercise responsibility. Some act as 'bullybusters' and others as trained pupil mediators, play pals and monitors. Others serve on the elected and articulate school council; the views of which are carefully listened to by the school. Pupils make a good contribution to the local and wider community through raising funds for charities at home and abroad. Attendance has risen and is now satisfactory. The school has worked hard to bring about improvement in this area and a major factor has been the positive impact of the 'ISEDOT' strategy (In school every day on time). The spiritual, moral, social and cultural development of pupils is also good.

Pupils receive outstanding care at the school. The school knows its pupils well and all learners, including those with learning difficulties and/or disabilities and vulnerable pupils, are very well cared for. The school responds quickly to their needs and has built up very strong links with appropriate outside agencies to help meet these needs. The good relationships that exist between adults and learners mean that pupils are confident that they can approach staff with any worries or concerns and that these will be dealt with promptly. Procedures for risk assessments and for safeguarding children's safety are robust. Pupils receive good support and guidance in school. The school's 'golden rules' provide a firm basis for developing good attitudes to learning and behaviour. A 'behaviour champion' and other staff support those whose behaviour does not always meet the school's expectations. The academic guidance which pupils receive is good. Most pupils know their targets and the National Curriculum levels they are working at. Marking is constructive and supportive and the 'two stars and a wish' system of assessment informs pupils of the next steps they must take in order to improve their work. The headteacher also meets with and supports pupils who are underachieving in their work. Two after-school clubs provide older pupils with support for completing their homework.

The standards and achievement of pupils are satisfactory overall. In Key Stage 2, standards in English, mathematics and science have risen from being below average in 2006 and are now satisfactory. The progress pupils make in their learning has also improved steadily. This rose from being below average in 2005 to average in 2006 and in the most recent statutory assessments rose again to be well above average. Pupils' achievement was strongest in mathematics. In Key Stage 1, however, the standards achieved by pupils have remained well below average for the last five years, due to some prolonged discontinuity in staffing. Pupils' attainment is strongest in mathematics and weakest in writing, partly because there are limited opportunities for pupils to practise extended writing. Staffing is now more stable and inspection evidence indicates that current pupils are making satisfactory progress in lessons.

The quality of teaching and learning is satisfactory overall: much of it is good. Teaching in Key Stage 2 is good overall and it is satisfactory in Key Stage 1. Planning is thorough and good use is made of resources such as interactive whiteboards. Where teaching is at its best, it is characterised by a fast pace of learning, high expectations of behaviour and good explanations. Where teaching is satisfactory, work is not always well matched to pupils' different abilities, explanations of what pupils must do are not always clear enough and some pupils who are distracted from their work are allowed to remain off task for too long. The satisfactory curriculum is broad and balanced and there is an appropriate focus on the core subjects and physical education. There is a good personal, social and health education programme which has a positive impact on pupils' behaviour and attitudes to work. Some pupils have the opportunity to learn French and others receive tuition in woodwind and brass instruments. There is a wide range of extra-curricular clubs, including a number of football teams, a radio club and a choir. An appropriate range of visits and visitors, such as theatre groups, further enrich the curriculum.

The school judges its leadership and management to be satisfactory overall and this matches the inspection's findings. The school runs smoothly on a day-to-day basis and the headteacher's effective and purposeful leadership has created a positive and inclusive ethos and the conditions for good learning. The senior leadership team's strong support for involvement in a national strategy, The Intensifying Support Programme, has contributed to the recent improvement in standards at Key Stage 2. Weaknesses in teaching have been tackled and stability in staffing in Key Stage 1 has been restored. Areas for development identified in the last inspection report have been addressed. Good use has been made of challenging targets to raise achievement at Key Stage 2 and last year the school exceeded its targets. Assessment data is well used to identify underperformance and is usefully linked to statutory performance management arrangements for teachers. The school's evaluation of its effectiveness is broadly accurate. The coordinator for special educational needs leads her area well and this is reflected in the good progress made by many pupils with learning difficulties and/or disabilities in Key Stage 2. However, subject leadership is underdeveloped. Not all subject managers, including in the foundation subjects, monitor work in their area. Governance is good. Governors are well informed and both supportive and challenging of the headteacher. Most parents who returned questionnaires are very supportive of the school's work and appreciate the approachability of staff. Finances are well administered and the school offers satisfactory value for money. In the light of the strong improvements at Key Stage 2 and in attendance, the school has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the school with skills and abilities that are below and, in many cases, well below that expected for their age group. Children receive a good start to their education in the well organised Foundation Stage. The Foundation Stage manager leads her team well and ensures that they are fully involved in planning activities for children. Good links with parents and careful induction procedures ensure that children settle quickly into school life. Children experience a good and enriching variety of activities and a strong emphasis is placed on the development of language skills and children's social development. This is reflected in children's good behaviour and their good attitudes to work. When asked to do so, children work well together. The progress children make in the different areas of learning is tracked and recorded carefully. Their needs, including those of children with learning difficulties and/or disabilities, are carefully assessed and support is provided where necessary. Children make good progress

overall in their learning and by the end of their time in this key stage a minority are working at the level expected for children of this age group.

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

- Raise attainment in all subjects at Key Stage 1, and particularly in writing.
- Increase the proportion of good teaching.
- Develop the roles of subject managers.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	3
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Thank you for being so kind and polite when I inspected your school recently. I am writing to let you know what I found. Your school is a satisfactory school and has a number of good features. These are some of the best things which I saw.

- You have a very good understanding of how to stay healthy.
- Your behaviour is good.
- You are very well cared for by the adults at your school.
- You get a good start to school life in the Foundation Stage.
- You enjoy school.
- Your attendance has improved, partly as a result of 'ISEDOT', which pupils on the school council told me about.
- You receive good support and guidance from your teachers on how to improve your work, for example, through the 'two stars and a wish' system.

I have asked the headteacher, staff and governors to change some things in order to make your school even better for you. These are:

- to help those of you in Key Stage 1 to learn as much as you can in reading, mathematics and especially writing
- to make all teaching as good as the best which I saw
- to provide more training for teachers to help them do the jobs they do outside the classroom.

Once again, many thanks for your politeness and kindness when I visited your school.