

# Westvale Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104431
<b>Local Authority</b>	Knowsley
<b>Inspection number</b>	324045
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Frank Carruthers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	282
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Wall
<b>Headteacher</b>	Mrs G Holland
<b>Date of previous school inspection</b>	28 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Melverley Road Westvale Kirkby Liverpool Merseyside L32 0RQ
<b>Telephone number</b>	0151 477 8470

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 January 2009
<b>Inspection number</b>	324045

**Fax number**

0151 477 8471

<b>Age group</b>	3-11
<b>Inspection dates</b>	13-14 January 2009
<b>Inspection number</b>	324045

---

© Crown copyright 2009

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 three Additional Inspectors.

## Description of the school

This larger than average primary school has a very high proportion of pupils eligible for free school meals. Almost all pupils are of White British heritage. Very few are at the early stages of learning English as an additional language. The proportion with learning difficulties and/or disabilities is above average. Their needs vary and include specific and moderate learning difficulties and autism. The school has a unit for pupils with speech and language problems with nine pupils currently on roll from schools across the local authority. The school's Early Years Foundation Stage provision consists of a Nursery and Reception class. In addition, there is a Children's Centre and a privately run Neighbourhood Nursery on site, which was not included in this inspection. The school has gained several awards, including the Basic Skills Quality Mark, the Sport England Activemark 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: 2

The school provides a good education for pupils and has improved well since the last inspection when it was found to be satisfactory overall. The biggest and most effective development has been in raising the achievement and standards of pupils throughout the school. This has been the result of a concerted effort by all staff, led by a dynamic senior leadership team and ably supported by the local authority, to spot when pupils are under-achieving and take appropriate action. Better use of tracking and assessment information and good teaching and learning have underpinned this improvement. In 2008 the proportion of pupils in Year 6 reaching the expected level in English, mathematics and science rose significantly in comparison with the previous two years. The school exceeded its own and the local authority's challenging targets and results were in line with the national average for 2007, which is the latest year that data is available. Pupils throughout the school are now achieving well and standards in the current Years 2 and 6 are predicted to show further improvement. The task of the school now is to sustain this level of performance, especially in pupils' writing which in the past has been too low.

Children enter the EYFS in the Nursery year with skills that are generally well below expected levels. They make good progress in all aspects of their development and especially in their personal, social and emotional development. Pupils throughout the school are motivated to do well and have a better understanding of their targets and aspirations than in the past. They have good attitudes to school and behave well. A small number of pupils display challenging behaviour but they are well managed by staff. Levels of attendance have improved in the last three years, being just below the national average currently, and compare favourably with schools in similar contexts. Pupils develop a good awareness of how to lead a fit and healthy lifestyle and know how to stay safe. All these aspects benefit from the good level of care, guidance and support that the school is committed to offering. Individual staff members, such as the learning mentor, make an excellent contribution to the needs of pupils.

Planned increases in the levels of teaching and support staff in the last two years have improved the learning of pupils in order to give them the best possible chance of achievement. These measures, together with good quality training and a clear focus on tracking pupils' performance in basic skills, mean the quality of teaching and learning has improved since the last inspection and is now never less than good. Though the marking of pupils' work is positive, guidance on next steps in their learning is not consistently evident in all year groups. The school provides a curriculum that is well planned and enriched with many interesting activities that pupils report they really enjoy. These include visits and visitors to school, themed weeks and special events. Provision for pupils with learning difficulties and/or disabilities, including those who attend the speech and language unit, is good. The provision is well managed by the school's co-ordinator, and teaching assistants make a valuable contribution to their good progress that these pupils make.

Leadership by the headteacher and senior leadership team is good. Their vision of achievement for the school, through high aspirations and a conviction that no pupil will under-achieve, now permeates the approach of everyone at the school. Governors contribute well to this vision and are confident that the improvements evident in recent years can be sustained by the leadership team. A frequently repeated comment from parents is that the school goes from strength to strength. Parents appreciate how approachable and caring staff are and when the need arises, they know they can talk to someone at the school. The school provides good value for money and has strong capacity to maintain and improve the quality of its provision.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Effective induction procedures, positive partnerships with parents and good attention to children's welfare mean that children settle quickly into the Nursery routines. Good teaching, with a strong emphasis on developing children's language, writing, numeracy, creative and social skills, ensures that children achieve well. A wide variety of resources support each of the different areas of learning effectively. This was seen to good effect as children worked successfully in constructing snowmen in a learning environment enhanced well by good use of music. Children continue to progress well in their learning in the Reception year towards the Early Learning Goals expected of them, though most have not reached them by the time they enter Year 1. Children happily choose from the wide range of activities on offer, particularly enjoying the early stages of designing a castle. Activities focused on the popular animated character Shrek are specially developed with boys' interests in mind. The provision is led and managed well and staff observe and assess children's learning and development carefully. Staff have a clear understanding of how well the provision meets children's needs and what needs to be further developed. For example, there are detailed and ambitious plans to enhance the extensive outdoor area for the creative aspects of children's learning.

### What the school should do to improve further

- Ensure recent improvements in skills of literacy, in particular writing, and in numeracy are sustained and built upon.
- Make sure the marking of pupils' work helps them to know the next steps in their learning.

## Achievement and standards

### Grade: 2

Standards in 2008 at the end of Year 2 were an improvement on the previous year, being below average overall in reading, writing and mathematics from a considerably lower level on entry to the school. Standards of boys' writing in Years 1 and 2 are showing significant improvement resulting from a concerted effort by staff to encourage them in this important skill. Pupils throughout Key Stage 2 are now achieving well and this includes the large minority who have learning difficulties and/or disabilities. As a result of the school-wide priority given to raising pupils' achievement, standards are rising. In 2008, the proportion of Year 6 pupils reaching the expected level or better in English, mathematics and science was similar to the national average in 2007. The school tracks closely the performance of different groups of pupils in school, such as boys and girls, the more able pupils and vulnerable children, and puts in place appropriate support. The very few pupils with English as an additional language make good progress as their classmates do.

## Personal development and well-being

### Grade: 2

Pupils' enjoyment of school is clear and contributes strongly to their good behaviour. Their attendance has improved since the last inspection and is now broadly average. Much work has been devoted to bringing this about. Pupils feel safe in school and know how to keep themselves healthy. They are encouraged to think of others and are engaged in purposeful charitable work. They learn to be part of the school community, by acting as prefects and playground buddies. School councillors take their tasks seriously, know that their views are treated thoughtfully

and acted upon. They are learning skills which will serve them well in adult life. The school works hard in developing good links with the local community, other schools and other agencies. As a result, pupils' spiritual, moral, social and cultural development is good. The positive work undertaken in this caring school contributes much to the pupils' positive relationships and good attitudes among all who work and learn in it. This is reinforced by the good support of parents.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently good teaching helps to make lessons interesting and is reflected in pupils' positive motivation to learn. Lessons are planned in detail and staff manage pupils well. Good questioning keeps the pupils involved and engaged well in their lessons. They are keen to answer questions and join in discussion. This was illustrated very well in one outstanding lesson in which the class teacher's perceptive questioning continually reinforced the lesson objectives and so consolidated the pupils' learning. Teachers work purposefully with the well-informed teaching assistants to assist groups and individuals. It is in this aspect of the pupils' learning that much progress has been made since the time of the last inspection. Adults are able to provide valuable time to cater for the pupils' various needs and wide range of attainment. Staff use information and communication technology (ICT) well, especially the interactive whiteboards. Good relationships between staff and pupils support the pupils' good progress in their learning. Teachers mark pupils' work conscientiously but do not always tell them how to improve it.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, placing strong emphasis on developing pupils' basic skills, particularly in literacy and communications skills. Enrichment through visits and visitors across all year groups, and residential experiences for the older pupils in Key Stage 2, make a good contribution to pupils' love of school and their personal and social development. Equally, there is good provision for pupils with learning difficulties and/or disabilities and this ensures that the curriculum is accessible to all. The curriculum has a strong community dimension and includes many activities that involve pupils in the local area and beyond. Rigorous planning in basic skills enables pupils to enjoy the curriculum through other subjects, for example the Year 6 work on the Aztecs and the follow up to a recent visit to the theatre. Interactive whiteboards provide pupils with visual aspects to their learning and staff follow this up by providing high quality displays in their classrooms which pupils use well to prompt their understanding. The school is developing links between subjects satisfactorily to help pupils understand better what they study.

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

#### **Grade: 2**

Pupils are well cared for in a secure, welcoming environment. Relationships are good and there are many systems in place to reward the pupils' efforts, thus promoting good self-esteem. Pupils say that teachers value them as individuals and there is always an adult to talk over any worries they may have. They feel safe and know that any instances of bullying are appropriately dealt with. All aspects of child protection, health and safety requirements are in place. Vulnerable pupils are well supported by the learning mentor, who plays a vital role in developing good

relationships between parents and school. Pupils' progress is carefully tracked and information is used well to identify where extra support is needed. Pupils know their targets and say they help them to know what to aim for. Procedures to guide pupils in their academic development are satisfactory.

## **Leadership and management**

### **Grade: 2**

It was noted in the last inspection report that the headteacher was establishing a very positive climate for learning, though the outcomes of initiatives begun then were yet to be realised in terms of improved standards and achievement of pupils. Since then, she has successfully established a senior leadership team with a shared drive to raise standards, making this a successful school which exceeds the expectations set by its own and the local authority's challenging targets. Governors make a good contribution to this improvement and hold the school to account well. Staff and governors evaluate their own performance closely and take action decisively. All are committed to doing their best for the pupils so that none is under-valued and all achieve well. They are aware that the next stage in the school's development is to consolidate and build on these recent improvements. There is a strong partnership with local agencies and schools, the Children's Centre on site and with parents. Contributions to community cohesion through taking part in events and supporting charities are good and the school is developing strong links with schools overseas.



**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?	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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

Inspection of Westvale Primary School, Liverpool, L32 0RQ

I would like to thank you very much for your help when we inspected your school. We enjoyed our visit very much. Now I would like to share with you what we thought about your school.

Yours is a good school, for instance:

- the staff take good care of you all and teach you well
- it is clear that you really enjoy school and your behaviour is good
- you are making much better progress in English, mathematics and science than you have been in the past
- children in the Nursery and Reception classes get off to a good start
- the staff arrange a wide range of activities for you to enjoy in lessons, after-school clubs and on trips
- your headteacher, deputy headteacher and other senior teachers are really making your school thrive.

Part of my job is to identify how the school can be even better.

There are two things to do and you can help.

- The staff have introduced some good ways to help you all do well in your learning, for example having more adults to help you in lessons. I have asked them to build on these improvements and help you continue to do well.
- Teachers should give you advice more often on what you need to do next when they mark your work so that you can do even better.

So work hard and carry on enjoying school!