

Halewood CofE Primary School

Inspection report

Unique Reference Number	104450
Local Authority	Knowsley
Inspection number	324051
Inspection date	5 November 2008
Reporting inspector	Derek Aitken

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	272
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
Appropriate authority	The governing body
Chair	Mr T Beesley
Headteacher	Mr D Smith
Date of previous school inspection	30 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Halewood Liverpool Merseyside L26 6LB
Telephone number	0151 4875673
Fax number	0151 4886906

Age group	3–11
Inspection date	5 November 2008
Inspection number	324051

© Crown copyright 2008

Website: 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. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, with particular focus on standards and progress in Key Stage 1; the impact on pupils' learning and enjoyment of recent initiatives to develop the foundation subjects; and children's achievement and the overall quality of provision in the Early Years Foundation Stage (EYFS). The inspectors gathered evidence from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes. The school was observed at work and discussions were held with senior members of staff, pupils and the chair of governors. The parental questionnaires were also considered. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This slightly larger than average school is situated in a southern suburb of the city. Pupils come from a wide range of social and economic backgrounds but fewer pupils are eligible for free school meals than is the situation nationally. The proportion of pupils with learning difficulties and/or disabilities is below average. Few pupils are of minority ethnic origin. Pupils join the part-time Nursery before proceeding into Reception. The school holds several awards, including the Leading Aspect Award, recognising elements of outstanding practice in the EYFS, National Healthy Schools Award and the Activemark.

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, in which pupils achieve exceptionally well both academically and in their personal development. The vast majority of parents feel privileged that their children attend Halewood and commend, in their words, the 'excellent deal' their children get from the school.

Children arrive in Nursery with skills that broadly match those expected for their age, though some have weakness in communication and social skills. By the time pupils leave school in Year 6, standards are consistently high and, therefore, the progress they make is outstanding. By the end of Year 2, standards have risen to a little above average, but fewer pupils than is normally the case reach the higher levels in reading and writing. School managers have recognised this area for development and recent actions taken are already improving pupils' progress in writing in Key Stage 1. Pupils make excellent progress in Key Stage 2. Prime reasons for this are their mature and responsible attitudes, a consistently high quality of teaching and highly effective support programmes. Results in the national tests have been consistently high over the last four years, with impressive numbers reaching the higher Level 5 in all subjects. The school's successful efforts to improve pupils' skills in writing in Key Stage 2 have been reflected in significantly higher standards this year. Pupils with learning difficulties and/or disabilities make the same outstanding progress as their classmates.

Pupils' personal development is outstanding. Pupils' great enjoyment in their education, reflected in their exceptional attendance, is testimony to the excellent care, guidance and support they receive and an outstanding curriculum. The school constantly seeks to develop its curriculum to enhance pupils' achievement. For example, it is attempting to boost pupils' creativity, by enabling them to make sharper links in their learning between subjects such as art and history. Inspection evidence indicates that this initiative has enhanced pupils' enjoyment, but it is too early to judge any impact on standards. Pupils have a very clear understanding of healthy lifestyles and demonstrate a good awareness of how to stay safe. Behaviour is good and especially so in lessons, where relationships between pupils and staff are excellent. Pupils have a good sense of community and respond well when they have a chance to contribute to the work of the school. For example, school council representatives take their responsibilities seriously and Year 6 pupils undertake monitor duties very conscientiously. Nevertheless, the range of possible responsibilities is not as wide as it could be particularly for younger pupils. Spiritual, moral, social and cultural development is excellent. This is promoted very well by curricular initiatives such as theme weeks and the good enrichment programme. The school places a strong emphasis on the development of speaking and listening skills. This is very successful in building up pupils' self-confidence and powers of self-expression. This, together with their excellent achievement in English, mathematics and science, sets pupils up very well for their future lives.

The school has highly effective liaisons with outside agencies to support pupils with identified needs. Relevant required procedures are in place for child protection, safeguarding pupils and health and safety. Pupils feel safe and confident that adults will listen to them if they are troubled. Transition arrangements are well developed for Year 6 pupils, to ensure a smooth transfer to secondary school. Pupils with learning difficulties and/or disabilities and those pupils who would benefit from extra help to speed up their learning are identified early. Intensive, skilled support is provided to ensure that they make the same fast rate of progress as their classmates. School leaders analyse data accurately and use this information very

purposefully to track pupils' progress closely and focus resources on identified areas. Targets for pupils' progress set high expectations and pupils meet and generally exceed these very challenging targets.

The quality of teaching and learning is outstanding. Teachers manage pupils exceptionally well and as a result, there is a common sense of purpose to learning. Teachers prepare their lessons very conscientiously and use a good variety of methods and resources, including information and communication technology (ICT), to present new information and to capture pupils' attention. New learning is very solidly based on what the pupils have already learnt. This ensures pupils' skills and understanding are progressively built up in lessons. Pupils are very keen to answer the teachers' questions and make particularly good use of opportunities to develop their speaking and listening skills when working together in pairs. This fosters very positive attitudes to learning and encourages pupils to try out new ideas. Teaching assistants are highly effective throughout lessons in supporting individuals or small groups of pupils. Teachers provide pupils with clear, practical guidance through their marking and use of individual targets to show them how they can improve their work.

Leadership and management are outstanding. The headteacher and other senior leaders have developed very secure systems for monitoring and reviewing the work of the school. The two areas for improvement, identified at the previous inspection, have been tackled with impressive success. Attendance has risen substantially and the monitoring of subjects by subject leaders has increased considerably in scope and rigour. Morale is high and staff work very effectively as a team to secure the best outcomes for the pupils. The governing body, under the direction of the highly committed, enthusiastic and knowledgeable chair of governors, is fully involved in the work of the school, providing just the right mix of support and challenge. The school has maintained the outstanding quality of its provision since its previous inspection, has excellent capacity to improve further and provides excellent value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make exceptional progress in the EYFS, especially in the development of their personal and social skills. The skills and knowledge of the vast majority of children match and very often exceed what is expected of them by the time they join Year 1. All children are treated and taught as individuals and their needs are very precisely identified in planning which is highly detailed and updated weekly. The curriculum is very carefully planned to ensure some restrictions in the outdoor space do not impact on the quality of children's learning. Children develop excellent relationships with the staff and quickly develop kind and caring attitudes towards each other in the pleasant and stimulating environment. Teaching is challenging and particularly effective in developing children's independent learning skills. Children are quick to take responsibility and to contribute to their own learning, confidently selecting and handling resources. They concentrate fully and persevere to develop their ideas and understanding. As a result, little time is wasted and children are constantly kept busy. Key workers support individual children with great care. Links with parents are excellent and staff make exceptional use of this exchange of information to support children's learning. Procedures for assessment and self-evaluation are rigorous and organisational arrangements are exemplary. The EYFS is led and managed exceptionally well.

What the school should do to improve further

- Increase the proportion of pupils achieving at the higher levels in reading and writing in Key Stage 1.
- Provide more varied opportunities for pupils in Years 1 to 6 to take on positions of responsibility.

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.

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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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/or disabilities make progress	1

¹Grade 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

How good are 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	2
The extent to which learners enjoy their education	1
The attendance of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	1
How well does the school contribute to community cohesion?	2
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**

Inspection of Halewood CofE Primary School, Liverpool, L26 6LB

I am writing on behalf of the inspection team to thank you for your help when we visited your school recently and to tell you about our inspection findings. We enjoyed meeting you. I would also thank you for the very polite way you greeted us in the playground and talked to us about the many things you liked in school. By the end of our visit I could see exactly why you enjoyed school a lot and rated highly all the staff who helped you to learn in a 'fun and interesting way'.

I judge that all of you, including the Nursery and Reception children, are receiving an excellent education. These younger children develop their personal and social skills very well and this helps them to get on very well with each other, become independent and develop all other aspects of their learning. The older pupils among you make outstanding progress in English, mathematics and science, particularly in Key Stage 2. This helps you to reach high standards and sets you up very well for secondary school. Your school also supports well all pupils who need extra help or a boost to their learning. However, more of you could reach the higher levels in reading and writing in Key Stage 1 and I have asked your teachers to help you to do so. Your personal development is outstanding and you and the school leaders can pat yourselves on the back for the big rise in attendance in the last few years. The Year 6 pupils have a good range of opportunities to help other pupils through their monitoring duties, but there is scope to widen these opportunities, especially for younger pupils. You are taught very well and staff care for you and are on hand to help you out in the playground. They give you lots of help and encouragement. Importantly, they also keep a very close check on your progress, which is a big factor in your success.

Your headteacher and the other senior leaders have done exceptionally well to keep up a high standard of education at Halewood. This is not easy and they are constantly looking for new ways to make your learning even better. You can help them in this by keeping up your very good attendance, positive attitudes and hard work.