

Childwall Church of England Primary School

Inspection report

Unique Reference Number	104625
Local Authority	Liverpool
Inspection number	324080
Inspection date	8 January 2009
Reporting inspector	Clare Henderson

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	342
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	Rev Gary Renison
Headteacher	Mrs Diane Shaw
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Woolton Road Liverpool Merseyside L16 0JD
Telephone number	0151 7221553

Age group	4–11
Inspection date	8 January 2009
Inspection number	324080

Fax number

0151 7224989

Age group 4-11

Inspection date 8 January 2009

Inspection number 324080

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness of the Early Years Foundation Stage (EYFS), the progress of pupils in Years 1 to 6, and the quality of leadership and management within the school. Evidence was collected from the observation of lessons, the scrutiny of pupils' work and records of their progress, and examination of other documentation including completed parents' questionnaires. Discussions were held with pupils, staff and representatives of the governing body. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's 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 is a larger than average school. The majority of pupils come from relatively advantaged backgrounds, as seen in the below average proportion of pupils entitled to free school meals. Although a below average percentage of pupils have learning difficulties and/or disabilities, the number with a statement of special educational need is broadly average. Almost all pupils speak English as their first language and a few are from minority ethnic groups. None of these pupils is at an early stage of learning to speak English. Children come to the EYFS Reception classes from 31 different local nursery settings. After School (UK) Ltd provides wrap around care, which did not form part of this inspection. The school has gained a number of awards in recognition of its work. These include Healthy Schools Award, Activemark, Inclusion Charter Mark and Dyslexia Friendly, Levels 1 and 2 Awards.

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 truly lives out its motto, 'And the child grew'. The vast majority of parents agree and a typical comment is, 'Staff go beyond their duties in showing care, commitment and a desire to see every child reach their full potential.' Pivotal to this success is the fact that the headteacher and deputy headteacher provide outstanding leadership and management, and governors and all staff are empowered to contribute effectively. Because of this, all groups of pupils make outstanding progress in their academic and personal development.

Achievement is outstanding. Pupils start Year 1 with skills well above those typically expected, keen to embrace all the school has to offer. All pupils, including those with learning difficulties and/or disabilities and those whose first language is not English, make outstanding progress in each year group. This is because staff pay meticulous attention, through the use of rigorous assessment and tracking systems, to the progress each pupil makes. They constantly review each pupil's progress and address any identified gaps in learning with programmes of work set to meet their needs exceptionally well. Consequently, when pupils leave Year 6, standards are significantly well above average in English, mathematics and science.

The quality of teaching and learning is outstanding. Teachers deliver their lessons with the learning styles of each pupil in mind. For instance, in a Year 5 English lesson, drama, information and communication technology (ICT), and an excellent use of good humour, had all pupils on the edge of their seats in their eagerness to write and record about characters they had created in their stories. This brought learning to life in a meaningful and memorable way. Because lessons are lively and challenging, all pupils make rapid progress whilst thoroughly enjoying their learning. Highly skilled support assistants enable those pupils with learning difficulties and/or disabilities to make the same outstanding progress as their peers.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They are excellent ambassadors for the school and are well motivated to take part in all the activities on offer. For instance, they eagerly participate in the early morning 'rise and shine' sessions and speak with pride of being part of a production of Joseph. This enjoyment of school is reflected in outstanding behaviour and well above average attendance. Pupils say they feel safe and know there is someone to talk to if they have a problem. They are very aware of the need to lead a healthy lifestyle and understand the reasons why it is important to have a healthy diet and plenty of exercise. They take their responsibilities very seriously. For example, as school councillors they transfer their knowledge of being a good citizen, promoting healthy lifestyles or keeping safe, into action. Pupils have an excellent understanding of cultural differences because the school celebrates the diversity of its pupils' backgrounds. They show an extremely strong awareness of the needs of others, and of wider world issues, in their support for others, for example, in raising funds for those less fortunate than themselves. Such roles are one part of the excellent preparation of pupils for the next stage of their education.

The outstanding curriculum encourages pupils to be imaginative in their work and gives them maximum opportunity to reach the highest standards in all subjects. Excellent use is made of ICT as reinforcement for new learning and as a tool for pupils' personal research. Pupils' achievement in the arts, sports and music is equally impressive. They benefit from a wide range of extra-curricular activities. These do much to raise confidence and general well-being amongst

pupils. Community cohesion is central to learning within the school. Staff and pupils have established a wide range of partnerships both locally and internationally. For example, linking schools through email and visits by staff to schools in Nigeria or giving pupils who have lived abroad the chance to share their experiences with their teachers and classmates. Such opportunities extend the global knowledge and understanding of all members of the school community extremely effectively.

Care, guidance and support are outstanding. Making sure that every pupil is nurtured in the excellent caring and supportive environment is never off the school's agenda. For example, the sensory room is used extremely effectively to meet the specific additional needs of pupils enabling them to feel safe and secure. Safeguarding arrangements are very strong and support is at a high level for all pupils and, in particular, for those vulnerable in terms of their emotional needs. A particularly excellent feature is the quality of marking, in which targets are set for pupils to know clearly their next steps in learning. Pupils commented on this and said that they found them extremely helpful.

Leadership and management are outstanding. All staff form a dynamic team fully committed to raising standards, treating each pupil with dignity and respect and enabling all to reach their potential. The school has a very clear knowledge of its strengths and areas for development and is never complacent, with everyone involved in constantly trying to find ways to improve. Outstanding partnerships with local schools and within the community means ideas and expertise are shared for the benefit of pupils. Governance is outstanding. Governors are at the heart of all that the school does and provide excellent challenge and support. The school has made outstanding progress since the last inspection, provides excellent value for money and is extremely well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter Reception from a wide range of pre-school settings with skills that are broadly typical for their age. However, linking letters to sounds and writing skills are below those typically expected. Because of the excellent care staff take of each child's individual needs, they all settle quickly and make rapid progress. Parents comment on this, saying, 'I can see his confidence growing by the weeks.' Children make excellent progress in all areas so that, by the time they leave the EYFS, their skills are well above those expected. Children's personal development and well-being are outstanding. Teachers and teaching assistants make learning fun: children are helped to learn in an atmosphere of sheer enjoyment. A wide range of resources and carefully planned themes means that all children can relate to, and have a first-hand input into, what they are being taught. The school's well thought out plans to enhance the outdoor areas are well underway and will ensure that the quality of outdoor spaces matches the excellence of those indoors. Regular meetings are held with parents to celebrate the milestones children achieve in their first year at school. This means that parents can quickly see how well their children are doing and how partnerships with home can be further developed. The quality of welfare provided for children is outstanding. An excellent range of activities outside the school environment and bringing in specialist visitors adds effectively to children's learning experiences. The quality of leadership and management is outstanding. Key strengths promoted very effectively by the manager of the EYFS are the use of observation for early identification of need and the planning of an enriching and imaginative curriculum.

What the school should do to improve further

- The school has an extremely clear view of how it can continue to develop and there are no further areas for improvement that it has not already identified in its school improvement plan.

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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?	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	1
The extent to which learners enjoy their education	1
The attendance of learners	1
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 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?	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**

It was a pleasure to inspect your school. You were all very friendly and helpful and we enjoyed finding out from you how much you enjoy learning. You told us that you think your school is excellent. We are sure that you will be pleased to know that we agree with you: you do have an outstanding school.

You are right to be proud of your school. Children in Reception get an excellent start and have so many opportunities to learn with each other through play. You continue to make outstanding progress in all other years and, by the time you leave at the end of Year 6, you reach well above average standards in all your subjects. This is because the teaching you receive is outstanding and you work very hard.

Your behaviour is excellent and you look after each other so well. Members of the school council work hard to find out what you think. As a result, this has made your school even better. You particularly like the wide range of extra-curricular events and take a full part in arts, sports and music activities.

Your teachers and teaching assistants take very good care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work. Your headteacher and all your teachers know exactly how to make sure that your school continues to improve.

Please continue to work hard and keep helping your teachers to make sure Childwall School stays an outstanding place in which to learn. We send you our best wishes for the future.