

St Andrew's Maghull Church of England Primary School

Inspection report

Unique Reference Number	104895
Local Authority	Sefton
Inspection number	324126
Inspection date	6 October 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 controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	357
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	Mrs Sandy Schofield
Headteacher	Mr F Driessen
Date of previous school inspection	10 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Damfield Lane Liverpool Merseyside L31 6DE
Telephone number	0151 5261378

Age group	5–11
Inspection date	6 October 2008
Inspection number	324126

Fax number

0151 5264696

Age group	5-11
Inspection date	6 October 2008
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being; standards of writing and the impact of the recent restructuring of management. The inspector 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 parents' questionnaires were also considered. Other aspects of the school's work were not investigated in detail.

Description of the school

This large school is situated in a pleasant residential area not far from the town centre. Pupils come from a wide range of social and economic backgrounds but the proportion of pupils entitled to free school meals is low. Nearly all pupils are White British and none are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. Pupils enter the Reception year from a variety of pre-school settings. The school's awards include the National Healthy Schools Award and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Pupils achieve well and their personal and social development is excellent. Parents are very happy with St Andrew's. They commend, in particular, 'the staff, who respond quickly and successfully to pupils' needs, and the interesting curriculum which their children enjoy learning'.

Standards reached by pupils by the time they leave school in Year 6 are regularly above average and the progress they make is good. This applies not only to pupils' achievement in English, mathematics and science, but also to their success in other subjects such as history. Children make good progress in the Early Years Foundation Stage (EYFS) and their skills and knowledge are often above what is expected by the time they join Year 1. Pupils also make good progress overall in Key Stage 1, but, given their starting points, not enough reach the higher levels in their national assessments at the end of Year 2. The secure grounding provided in Key Stage 1, combined with pupils' fast-developing maturity, promotes their good progress in Key Stage 2. The 2007 Year 6 national test results marked a further small improvement from the previous year. Pupils attain well at the expected Level 4 in their Year 6 national tests but achievement at the higher Level 5 is inconsistent. Recent initiatives to further improve pupils' writing skills are beginning to have a positive impact on standards. Pupils with learning difficulties and/or disabilities make the same good progress as their classmates.

Pupils' personal development is outstanding. Pupils' great enjoyment in their education is reflected in their consistently good attendance. They value highly the way the staff care for them, the engaging curriculum and the stimulating lessons. They respond very well to the school's strong systems for promoting excellent behaviour, attitudes and community spirit. Pupils' spiritual, moral, social and cultural development is exceptional. The school provides numerous, successful opportunities for pupils to become independent and exercise responsibility, for example as school councillors and as playleaders. Prompt attention by school councillors to the help boxes where pupils can post any concerns ensures pupils feel very safe and nurtured. Pupils take pride in these roles and carry out these duties and others, such as head boy and girl, and prefects, very effectively. They demonstrate a great deal of concern for others in less fortunate circumstances, as shown by their substantial charitable efforts to support the education of a boy from Lesotho. Pupils have an exceedingly good understanding of healthy lifestyles, which has been acknowledged in their recent awards. The curriculum provides pupils with good opportunities to develop their creative talents in English through, for example, drama. Pupils' enquiry skills in history are exceptionally well supported by an extensive programme of visits and visitors. Their enjoyment of school and their progress is promoted by a good range of after-school activities. Pupils' good progress in developing key skills, including information and communication technology, sets them up well for their future lives.

The school has very effective liaison with outside agencies to support pupils with identified needs and to signpost sources of additional help to parents. Relevant, required procedures are in place for child protection, safeguarding pupils and health and safety. Transition from one phase of education to the next and close cooperation between the teachers are well developed so that pupils feel settled throughout their time at St Andrew's and are well prepared for the challenges of secondary school. The progress of pupils with learning difficulties and/or disabilities is carefully assessed and regularly reviewed. Targets for pupils' progress, based on the above average standards pupils reach in Year 2, set strong expectations and pupils regularly

meet these targets at the expected Level 4 in their Year 6 national tests but not as consistently at the higher Level 5.

The quality of teaching and learning is consistently good. Staff are enthusiastic, hard-working and have very good subject knowledge. They ensure that classrooms are well organised and attractive and the teachers provide pupils with stimulating lessons. They manage pupils very well and have good expectations of their progress. Consequently lessons proceed at a brisk pace. Pupils' strong levels of concentration, allied to teachers' thoughtful questioning, ensure pupils develop their oral skills very well. This fosters excellent attitudes to learning and encourages pupils to try out new ideas confidently. Teachers mark pupils' work thoroughly and provide useful written feedback. Teachers' lesson planning is highly detailed, but does not always make sufficient use of assessment information to meet the needs of the more able. New initiatives, designed to enable pupils to play a larger role in assessing their learning, are at an early stage of development.

A key factor in the success of the school is its good leadership and management. The headteacher and senior leaders have built up over several years secure procedures for directing the work of the school. These have contributed to excellent outcomes for pupils' personal development. The school has assimilated successfully several new colleagues in the last few years which has enabled it to maintain its standards and develop innovative practice. While not all roles are precisely defined yet in the new management structure, several good plans are now in place to further enhance teaching and learning and sharpen the use of data to promote achievement. These plans reflect the desire and determination shared by all staff to ensure pupils thrive at St Andrew's. Although some elements of the school's self-evaluation were over-generous, the school has recognised this and now has an accurate view of its performance. Governors exercise their responsibilities well. The school has made good progress since its previous inspection, has good capacity to improve further and provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join Reception their skills and knowledge are generally in line with those expected for their age. Their personal and social skills are a little higher and this helps them to settle quickly and get off to a good start in their learning. This good rate of progress is consistently maintained throughout the year. Children develop excellent relationships with each other and the staff, share ideas readily and support each other well. Teachers make good use of methods and resources to ensure children are fully occupied in their learning. Children concentrate well and take care in their work; for example, in cutting and pasting activities and in letter formation. The curriculum is carefully planned around themes to broaden children's horizons and to provide them with a clear sense of purpose for their learning. The curriculum has been re-designed to enhance children's independent learning skills and to exploit the new equipment in the improved outdoor facilities. The latter are not yet fully integrated in planning to enable seamless continuity in learning. Staff are assiduous on checking that children's pastoral needs are well catered for and children learn in very secure premises. Long-term assessment procedures are developing as the school refines its own procedures for securing reliable baseline assessments. Day to day assessment procedures are clear and of good quality. These have enabled the staff to take effective measures to correct any imbalances in the rate of progress of groups of children. The EYFS is led and managed well.

What the school should do to improve further

- Ensure lesson planning is sharply adapted to the needs of the more able pupils in order to raise standards further and to ensure these pupils achieve as well as they can.

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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?	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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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 St Andrew's Maghull Church of England Primary School, Liverpool, L31 6DE

Thank you all very much for the friendly way you greeted me and helped me when I inspected your school recently. You told me how much you enjoy school and what its strengths were – and I agree! I think yours is a good school, and that it has some outstanding bits too. I judge your personal development to be excellent. Your school has a real family feel to it, where you all get the chance to play your part, take on new roles and learn new skills. I was particularly struck by how aware you were that some people in other parts of the world lived in poor conditions and the hard work you put in to find out about their lives and support them.

After the good start the youngest children make in Reception your school helps you to make good progress throughout your time at St Andrew's. By the end of Year 6 you attain standards that are above average, which prepares you well for secondary school. Your teachers work hard and as you say 'make your learning not only fun but stimulating'. This helps you to concentrate fully on your work and gives you the confidence to answer very well in class.

The headteacher and his staff look after you well and are always looking for ways to make your learning more interesting and spark your imagination. To assist them in this, I have asked your teachers to make some changes to the way they plan lessons. This is to make sure that the work they plan is absolutely right to get the best out of those pupils who are quicker learners. It will help raise standards even further and make sure that everyone achieves their best.

You can help by continuing to play a full part in school, trying your hardest and keeping up (or even improving!) your good attendance.