

# Childwall Valley Primary School

## Inspection report

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<b>Unique Reference Number</b>	134210
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	328853
<b>Inspection dates</b>	8–9 July 2009
<b>Reporting inspector</b>	David Law

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	135
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>	Rev Jane McKelvey
<b>Headteacher</b>	Mr Kevin Basnett
<b>Date of previous school inspection</b>	27 March 2006
<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>	Craighurst Road Liverpool Merseyside L25 1NW
<b>Telephone number</b>	0151 722 2544
<b>Fax number</b>	0151 738 1664

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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a smaller than average sized school. The number of pupils known to be eligible for free school meals is well above average. There are few pupils from minority ethnic groups and none is at an early stage of learning English as an additional language. A below average number of pupils have learning difficulties and/or disabilities. The school provides education for the Early Years Foundation Stage in the Nursery and Reception classes. The school has achieved the Healthy Schools Award, Activemark, International School Award, the Basic Skills Agency Quality Mark and is an Eco School. The school also has an Inclusion Award from the local authority and various awards for information and communication technology (ICT) including the British Educational Communication and Technology Agency (Becta) ICT Excellence Award.

## 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 several outstanding features. Pupils thoroughly enjoy learning and make good progress. Personal development and well-being are outstanding because pastoral systems are very effective in ensuring pupils' individual needs are met. Care, guidance and support are outstanding. Behaviour is excellent and pupils are eager to learn and talk with pride about what they have achieved. An outstanding curriculum captures pupils' interest and promotes a strong desire to learn.

Children start the Early Years Foundation Stage with skills well below those expected. They settle exceptionally well and their achievement is outstanding because excellent provision is made for them to learn and develop. Pupils make good progress at Key Stage 1. By the end of Year 2 they reach broadly average standards. Attainment at this key stage has improved in the last three years. Good progress continues in Key Stage 2. By the end of Year 6, standards are average in English and science and above average in mathematics, as confirmed in the 2008 national tests. Pupils with learning difficulties and/or disabilities make good progress. The more able pupils do not always reach the higher standards they are capable of, especially in English.

Pupils are very happy in school, eager to learn and acquire positive attitudes. They become increasingly independent and cooperate well with others. Pupils are confident in approaching adults if they have a problem because they know it will be dealt with sensitively. They feel safe in school and procedures for safeguarding meet current government requirements. Pupils develop an excellent understanding of how to stay healthy and describe how they eat certain foods to keep them well. Spiritual, moral, social and cultural development is excellent and pupils learn to respect the needs of others. Attendance has improved in recent years and is now average.

Good teaching and learning are based on excellent relationships, effective classroom organisation and careful planning. Teaching actively involves pupils in their learning, for example, when conducting investigations in science. Teachers' marking is thorough and shows pupils what they need to do to improve. Pupils know their personal targets and the tracking of their progress is exemplary. The outstanding curriculum is rich in opportunity to learn from first-hand experience, including visits to places of interest. Provision for ICT is excellent and pupils make outstanding progress in these key skills.

Good leadership and management create strong teamwork and everyone feels valued. There is a powerful commitment to providing the best for all pupils. The headteacher and senior leaders provide clear direction and performance is evaluated with rigour. What could be better is clearly identified and improvement is planned strategically. The contribution of middle leaders is an area for development as some have yet to acquire the relevant skills. Governors are committed and supportive. Resources are well managed and the school provides good value for money. Areas for improvement identified at the last inspection have been addressed. Changes have been made thoughtfully and often by being innovative, for example in developing the curriculum. The school makes a good contribution to community cohesion. It has a good capacity to improve. Parents say their children enjoy school very much and one summed it up by saying: 'I find this school exceptional and am proud to inform people of the standards.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Excellent relationships are formed in a warm and caring environment where children feel secure. This is seen in the outstanding commitment and teamwork shown by staff. Achievement is outstanding and children participate in learning with tremendous enjoyment. They particularly like being outdoors, for example when dressing as wizards and princesses in their imaginary world or when singing skipping songs. They enter Year 1 having made excellent progress and attain standards in line with expectations for their age across all areas of learning. A significant minority reach standards beyond those expected. Assessment is used exceptionally well to meet children's needs. Planning is exemplary and organisation of resources for learning is excellent. Adults think very carefully about the balance between what they direct and what children choose themselves. They take every opportunity to discuss learning, extend understanding and improve language skills. Children make excellent progress in their personal, social and emotional development becoming increasingly confident and independent. They play exceptionally well together. Outstanding leadership and management provide a clear focus on making learning exciting. The day-to-day organisation is smooth and efficient. A first-class induction helps children settle quickly. The welfare of the children receives excellent attention. Parents/carers are actively involved in their children's learning. One said: 'My child's confidence and independence have improved greatly. The Nursery is brilliantly led and managed by all staff.'

### What the school should do to improve further

- Raise the achievement of the more able pupils, particularly in English.
- Improve the skill of middle leadership so they can make a greater contribution to improving outcomes for pupils.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. They make good progress across Key Stage 1. Pupils currently at the end of Year 2 are expected to reach average standards. They make particularly good progress in mathematics. Pupils make good progress across Key Stage 2. In the end of key stage tests, attainment is average but most year groups have only a small number of pupils which contributes to some year-on-year variation. In all year groups pupils do better in mathematics and science than in English. This is because they often find writing more difficult, particularly writing with an audience in mind. The more able pupils do not always do as well as expected and the school has fewer attaining the higher levels, particularly in English. There is a gap between the levels they attain in reading, which are higher, and those they reach in writing. The progress of pupils with learning difficulties and/or disabilities is good because their needs are assessed accurately and met through an excellent range of intervention programmes. This enables pupils to acquire key skills in reading and writing.

## Personal development and well-being

### Grade: 1

Personal development and well-being are outstanding. Pupils thoroughly enjoy coming to school. They value the many opportunities to learn alongside others and explore ideas. Their spiritual, moral, social and cultural development is outstanding. They have an excellent understanding of other cultures, contribute exceptionally well to their own community and

raise money for a wide range of charities. Behaviour in lessons and around the school is excellent. Pupils respond well to the trust they are given and are eager to take responsibility, for example in the school council. Pupils take great pride in their achievements and are concerned about others. Attitudes to learning are exceptionally positive and pupils work hard and apply themselves with enthusiasm. They say they feel safe and report only rare incidents of bullying which are dealt with quickly and effectively. They express great confidence in the adults that support them. They have an excellent understanding of the importance of a healthy lifestyle and are able to make sensible choices, for example, eating healthy fruit and salad. Pupils are exceptionally well prepared for their future lives. The innovative use of ICT makes a significant contribution to this. For example, pupils showed great independence in working on their laptops to edit video footage about the ill-effects of smoking. Attendance has improved year-on-year and is now average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and this helps pupils to make good progress. Relationships between pupils, their teachers and other adults supporting in the classroom, are excellent. In response, pupils show excellent attitudes and this helps them to learn at a brisk pace. They show a high degree of independence in carrying out their work and are keen to take responsibility. Teachers plan lessons well to meet the needs of their pupils. This is based on accurate and thorough assessment. The very effective use of interactive whiteboards to engage pupils and capture their interest is a key strength of the teaching. Often, expectations of what pupils can achieve and how they should conduct themselves are high and pupils rise to the challenge. Teaching assistants make an important contribution to supporting learning and are deployed to great effect to meet different needs. This is successful in engaging pupils and keeping them involved. For Year 6 pupils, the rate of learning has been slower than in other classes due to some staffing disruption in the earlier part of this school year. In the best lessons there is ample challenge but this is not consistent, especially for the more able pupils in English.

### **Curriculum and other activities**

#### **Grade: 1**

Pupils are provided with an outstanding curriculum. It engages their interest, promotes great enjoyment of learning and meets their individual needs exceptionally well. There is a strong focus on pupils developing an enquiring mind and taking responsibility. This is seen to great effect in the innovative use of ICT. Pupils have designed their own web pages and have been in communication with others across the globe. They talk about this with great pride and enthusiasm. They make links between areas of learning as they explore exciting topics on the web. Personal, social and health education is an integral part of the curriculum and supports pupils' personal development exceptionally well. Pupils appreciate the opportunities they have to share their thoughts, ideas and concerns with others during class discussions. They develop much self-confidence and acquire skills that promote their future economic well-being through group work when carrying out investigations. An extensive enrichment programme is open to all pupils and includes regular visits to places of educational interest. They thoroughly enjoy music, particularly the experience of playing samba drums. They have excellent opportunities to develop their team-building skills and to experience outdoor pursuits through residential trips.

## Care, guidance and support

### Grade: 1

Care, guidance and support are outstanding and make a significant contribution to pupils' personal development. Arrangements for the safeguarding of pupils fully meet government guidelines. They are regularly reviewed, and health and safety is carefully managed. There are effective systems which have improved the attendance of pupils. The school provides a safe and exceptionally supportive environment. Pupils take considerable pride in their achievements and the school successfully promotes opportunities for everybody to learn. Pupils at risk are identified early and very effective arrangements put in place to keep them engaged in learning. The achievement of pupils with learning difficulties and/or disabilities is carefully monitored and their provision is thoughtfully mapped out to ensure their good progress. The school works exceptionally well with other agencies to remove any barriers to learning. The assessment of pupils' progress is thorough and carefully tracked as they move through the school. The information is used exceptionally well by all staff to ensure that pupils' needs are met.

## Leadership and management

### Grade: 2

Leadership and management are good and there is a good capacity to improve. The headteacher has instilled a strong sense of ambition for pupils to do well with a clear emphasis on raising achievement by improving the curriculum. The school is very inclusive. All pupils are treated equally, feel valued as individuals and acquire self-esteem and a motivation to learn. Self-evaluation is rigorous and comprehensive. Evidence of the quality of provision and pupils' achievement is carefully monitored. This gives senior leaders a firm grasp of strengths and weaknesses. They agree relevant priorities for improvement and act together to achieve them. Governors are committed to pupils' welfare and enjoyment of learning. The impact of this effective leadership is seen in the excellent personal development of pupils. Senior leaders are beginning to extend opportunities for middle leaders to contribute to school improvement but recognise the need to take this further. There are robust procedures to eliminate discrimination and pupils feel safe and respected. The school makes a good contribution to community cohesion by establishing an ethos that promotes understanding of the needs of others. There are extensive links with local organisations including other schools. The school has several contacts with other countries and pupils enjoy emailing children around the world.

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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?	1
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?	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?	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>	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	3
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

<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?	1
How well are learners cared for, guided and supported?	1

## 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	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	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 Childwall Valley Primary School, Liverpool, L25 1NW

I enjoyed my visit to your school and you made me feel very welcome. Thank you for contributing to the inspection by being eager to talk to me and tell me things.

Your school is providing you with a good education. Children in the Early Years Foundation Stage achieve exceptionally well and provision for them is outstanding. You are all very proud of your school and enjoy learning. Your attendance has improved and is now satisfactory so well done! You show an excellent understanding of the importance of healthy eating. You told me that you feel safe and I was impressed by your excellent behaviour. In lessons you always try your best. This is helping you to make good progress. But I did find that the more able children could do even better, especially in English and I have asked the school to improve this.

The teachers and other adults take excellent care of you and the teaching you receive is good. The curriculum provided for you is outstanding. You have many exciting things to do and visit interesting places. On the second day of the inspection most of you were visiting a safari park – I hope you enjoyed seeing the animals. I saw how well you use computers and other technology to find out about the world. Teachers give you many chances to work together and you are very sensible when you do this. I was pleased to see you know your personal targets. Your school is well led and managed but I have asked the senior leaders to include more chances for other teachers to contribute to leadership.

I hope you will play your part in helping to achieve the improvements. You can do this by continuing to work hard and by trying to reach the targets your teachers set for you.