

# Pinehurst Primary School

## Inspection report

---

<b>Unique Reference Number</b>	134471
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	328905
<b>Inspection dates</b>	18–19 June 2009
<b>Reporting inspector</b>	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.

---

<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)	305
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 J McGowan
<b>Headteacher</b>	Mrs Stephanie Tasker
<b>Date of previous school inspection</b>	28 February 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>	Pinehurst Avenue Liverpool Merseyside L4 7UF
<b>Telephone number</b>	0151 263 1300
<b>Fax number</b>	0151 286 3041

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	18–19 June 2009
<b>Inspection number</b>	328905

---

© 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 is a larger than average-sized primary school. It operates from two sites whilst a refurbishment of the school within the Key Stage 2 building is completed. There is above average social and economic disadvantage in the area it serves. The proportion of pupils who are eligible for free school meals is above average. An above average proportion of pupils has learning difficulties and/or disabilities. Most pupils are White British. None of the few pupils who belong to minority ethnic groups is at an early stage of learning to speak English. The school has Early Years Foundation Stage provision in its two Reception classes. The school has gained the Active Sports Mark and Healthy School Award. The headteacher took up post in April 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' achievement is inadequate. Children begin the Early Years Foundation Stage with skills below those expected for their age. They make satisfactory progress in the Reception classes but still start Year 1 with below average standards. Since the last inspection, standards have been significantly below average at Year 2 in reading, writing and mathematics, although pupils' present achievement in Years 1 and 2 is satisfactory as a result of recent improvements in the quality of teaching in these year groups. At Year 6, standards remain below average and are not high enough in relation to pupils' low starting points in Year 3. Many pupils underachieve in Years 3 to 6 because teaching fails to meet their learning needs. Pupils with learning difficulties and/or disabilities make satisfactory progress. This is because the lessons planned for them by teachers and the work carried out by support staff meet their learning needs satisfactorily.

Pupils' personal development is satisfactory. They learn to make healthy choices, have good opportunities to exercise, and enjoy taking part in a wide range of sports. Most pupils say they feel safe and show a satisfactory enjoyment of school. However, this is not reflected in their rates of attendance, which are well below average. Behaviour is satisfactory. Pupils normally move around the school in an orderly fashion and show appropriate responsibility at lunchtimes and playtimes. However, in lessons where teaching is inadequate, some pupils stop working and their misbehaviour interrupts the learning and progress of others. Because of the poor progress pupils make in their literacy and numeracy skills, their preparation for future life is inadequate. Pupils' learning is poor because the quality of teaching is inadequate; too little is effective. The curriculum is inadequate because it does not provide a sound basis for the development of pupils' basic literacy and numeracy skills. Care, guidance and support provided for pupils are satisfactory overall. Care given to pupils' pastoral needs is strong and staff provide good support to pupils with learning difficulties and/or disabilities. However, pupils are given insufficient academic guidance, through target-setting and in their marked work, to help them improve.

The quality of leadership and management is inadequate. Because of the poor quality of the school's self-evaluation, school leaders have failed to bring about the significant improvements in pupils' achievement and the quality of provision identified as necessary at the last inspection. The recently appointed headteacher has some good ideas about how to raise standards, and improve provision and the quality of leadership and management. However, she has not been at the school long enough for her ideas to go beyond the planning stage. Parents appreciate the signs of improvement, although some express concern about the negative impact which staffing disruptions have on their children. Governance is inadequate. Governors are committed to the school but have not ensured that the school's leaders have taken the actions necessary to make improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children begin Reception with skills that are below those expected for their age. The quality of care provided is satisfactory and helps children settle into school. Parents are pleased with the start their children make and appreciate being able to speak to staff termly to find out how their child is progressing. With satisfactory teaching and support from classroom assistants, children of all abilities make satisfactory progress in all the areas of learning and leave the Reception class with standards that are below average. A recent focus on developing children's understanding of letters and sounds now enables them to make satisfactory progress in their reading and writing skills. The very recently improved indoor and outdoor accommodation is now organised satisfactorily to promote children's learning. However, there remains an over-reliance on teacher-directed tasks, and children are provided with too few chances to choose activities for themselves. This limits the opportunities they have to develop their independence. Leadership and management of the Early Years Foundation Stage are satisfactory. Staff's regular observations of children's learning are entered into children's records of achievement. However, these records have not been evaluated or used as the manager of the Early Years Foundation Stage is not a member of the school leadership team and does not have regular time allocated for her leadership role.

### What the school should do to improve further

- Raise standards, improve achievement and accelerate pupils' progress throughout the school, particularly in Years 3 to 6.
- Ensure that the overall quality of teaching and learning is at least good throughout the school, thus eradicating inadequate teaching.
- Improve the effectiveness of school self-evaluation in order to hold leaders, managers and governors to account for improving pupils' achievement.
- Raise attendance to at least the levels expected of similar schools.
- Adapt the curriculum so that it better meets pupils' needs and develops their basic literacy and numeracy skills.
- Ensure that marking and academic guidance consistently help pupils to understand how to improve their work.

## Achievement and standards

### Grade: 4

Pupils start Year 1 with below average standards. Standards at the end of Year 2 have been significantly below average since the last inspection and pupils' progress has been slow. Support from the local authority during the past year has led the school to develop a more accurate focus on improving pupils' learning in English, mathematics and science in Years 1 and 2. For instance, a stronger focus on teaching letters and sounds has led to pupils making satisfactory progress in reading and writing in these year groups and standards are now set to rise. However, many pupils in Years 3 to 6 make inadequate progress and fall behind in their learning. As a result, standards reached by many pupils remain low by the end of Year 6. This is because the quality of the teaching they receive is inadequately matched to their learning needs. Similarly, where teaching is less than good, pupils become uninterested in learning and do not make the progress they should. The exception to this is pupils with learning difficulties and/or disabilities. As a result of the extra help and support these pupils receive within small groups from suitably trained support staff, they make satisfactory progress.

## Personal development and well-being

### Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. However, pupils have a limited knowledge of the diversity of cultures found in multi-ethnic Britain. Most pupils enjoy coming to school and, although their level of attendance is well below average, they particularly enjoy the wide range of sporting activities available both during and outside the school day. Behaviour is satisfactory overall and most pupils say they feel safe in school. Whilst they say there is some bullying, they know to go to an adult for help. Some pupils make a contribution to school life as buddies or school councillors and their work has resulted in, for example, an anti-bullying week. Pupils make a positive contribution to the community by raising funds for the school and local charities. Strengths lie in the emphasis the school gives to developing pupils' awareness and experiences of leading healthy lives. Consequently, their understanding of the importance of leading a healthy lifestyle is good.

## Quality of provision

### Teaching and learning

#### Grade: 4

Teaching does not provide enough challenge for pupils, particularly in Years 3 to 6. Teachers do not expect enough or expect too much of pupils and give them work that is either too easy or, at times, too hard. These weaknesses are evident in inadequate lessons and, to a lesser extent, in lessons that are satisfactory, but where teaching does not provide pupils with the boost they need to make up for previous low attainment. Some inadequate teaching in Years 3 to 6 is perpetuating underachievement and there is not enough good teaching to enable pupils who underachieve to catch up. This is because lesson planning and the use teachers make of assessments do not enable all pupils to make the progress of which they are capable. Recent improvements to teaching in Years 1 and 2 have led to better achievement, for example in reading and writing. In these year groups, where teaching is now good, the range of pupils' needs is catered for well, behaviour is well managed and the pace of learning is brisk.

### Curriculum and other activities

#### Grade: 4

The curriculum is not sufficiently planned or monitored to ensure pupils' skills, knowledge and understanding are built upon systematically. Several initiatives are underway to address specific areas of underachievement but they are not evaluated rigorously enough by subject leaders to identify how they impact on pupils' progress. Curricular planning is variable and the use of assessment to guide planning to meet the needs of all groups of pupils is not secure. As a result, the curriculum does not meet the needs of all learners effectively and does not provide pupils with enough opportunities to develop basic skills of literacy and numeracy. Their information and communication technology skills are developed satisfactorily. Pupils enjoy a wide range of after-school clubs, many of which are organised through satisfactory links made with local high schools and sports agencies. They similarly say they enjoy the visits and residential trips that are available. Because pupils' basic skills are underdeveloped, they are inadequately prepared by the end of Year 6 for the next stage in their learning.

## Care, guidance and support

### Grade: 3

Pastoral care and support, particularly for pupils with learning difficulties and/or disabilities, is satisfactory. Safeguarding procedures meet current government requirements. Health and safety arrangements, including risk assessments, comply with statutory requirements. A well attended breakfast club gives pupils a healthy start to the day. Appropriate links with external agencies support pupils with learning difficulties and those with disabilities. However, academic guidance is inadequate. Most pupils are not fully aware of their learning targets. Marking, whilst complimentary, does not inform pupils well enough of what they need to do to improve their work.

## Leadership and management

### Grade: 4

Leadership and management are inadequate because school leaders and governors have failed to address the significant issues raised by the last inspection. The school's promotion of equality of opportunity and the elimination of discrimination is satisfactory. Self-evaluation is inaccurate because insufficient account is taken of the impact of the curriculum, teaching and assessment on pupils' learning. As a result, the planning for improvement has not been effective. The new headteacher is providing strategic leadership and has, in the short time she has been in post, made an encouraging start in identifying and putting in place measures to bring about improvements to pupils' academic and personal development. She has harnessed effectively the skills of the deputy headteacher, who works successfully alongside her. However, it is far too soon for these recent measures to have had sufficient impact on achievement, standards and provision. The school is satisfactorily meeting its duty to social cohesion, although its work to increase pupils' understanding of the different faiths and cultures in the United Kingdom and globally is less effective. Because of the pupils' inadequate achievement, the shortcomings in its provision and its failure to improve since the last inspection, the school gives inadequate value for money.

**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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

<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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

On behalf of the inspection team, thank you for being so friendly during our recent inspection of your school. We enjoyed talking to you and listening to what you had to say about your school and what you like best about it. It is good that you know why it is important to lead a healthy lifestyle and we were pleased to hear that many of you enjoy the wide range of sporting activities teachers make available. Now we want to share with you what we found.

We believe that your school could give you a better standard of education. The school will get some 'special measures' to help it do this. It means that your headteacher and governors will get additional support to improve the school for you. We have asked the school to make sure that:

- you are doing as well as you can in all your subjects
- your lessons are interesting and designed to help you learn as much as possible
- the school staff are checking carefully how well you are doing
- you all attend school regularly
- you are helped to develop the important skills of literacy and numeracy
- teachers help you to make good progress by telling you how to improve your work.

Inspectors will return from time to time to see how well you are all doing.

There are lots of things you can do to help including coming to school regularly, working hard and always doing your best. Thank you once again for helping us with the inspection of your school.