

Rimrose Hope CofE Primary School

Inspection report

Unique Reference Number	134371
Local Authority	Sefton
Inspection number	334680
Inspection dates	20–21 May 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 controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	315
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 Paul Cummins
Headteacher	Mr Lawrence Crilley
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Thompson Road Seaforth Liverpool Merseyside L21 1AW

Age group	3–11
Inspection dates	20–21 May 2009
Inspection number	334680

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average-sized primary school formed in September 2008 from the amalgamation of two smaller primary schools. It operates from two sites while a new building is nearing completion. There is a high degree of social and economic disadvantage in the area with well above average eligibility for free school meals. A higher than 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 Nursery and Reception classes. Provision includes a resource base for 12 pupils with moderate learning difficulties.

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 and inclusive school which lives out its motto, 'Faith in our children – the hope for the future', effectively. This has been no mean task in the short period it has operated as one school. A contributing factor is that staff and governors have worked tirelessly to establish good partnerships and strong relationships with parents, pupils and the two local communities. This, accompanied by high expectations that only the best will do, sets this new school on the path to success. Parents overwhelmingly think so too. Typical of the comments they make is, 'staff always listen to parents' views and are very approachable'.

Achievement is good. Children join the Nursery with skills which are well below those typical for their age. They get off to a good start in the Early Years Foundation Stage particularly because of the attention all adults pay to their personal and social development. Good quality teaching and learning continue in Years 1 to 6 and this enables all pupils to make good progress. Rigorous teacher assessment and inspection findings show that standards reached in Year 6 are broadly average in English, mathematics and science with all pupils being set challenging targets. Effective support from well-qualified adults for pupils with learning difficulties and/or disabilities, including those in the resource base, ensures that they, too, make good gains in their learning.

Pupils' personal development is good. They say they feel safe and are aware of the merits of exercise and healthy eating. Parents are certain that their children are happy in school. They comment, for example, 'I can tell my child is content by the way he runs into school and returns at the end of the day with a beaming smile'. Pupils' enjoyment of school is reflected in good behaviour and regular attendance by most pupils. Their spiritual, moral, social and cultural development is good overall. Pupils respect each other's social and religious needs sensitively. However, their knowledge and understanding of similarities and differences in cultures within the world at large is more limited and reflects the school's satisfactory contribution to community cohesion.

The curriculum is satisfactory. The school is undertaking a review of the curriculum to broaden its creativity and enrichment. However, this work is at an early stage. The quality of care, guidance and support provided is good. There are close links with the local authority's extended schools project team which provides opportunities for pupils and their families to undertake a good range of social and health-related activities. These are popular and many more are planned to extend community relations.

Leadership and management are good. Teamwork, directed by purposeful yet sensitive leadership from the headteacher, is pivotal in this as all adults have a strong involvement in management within the school. In particular, the contributions of the senior leadership team, assessment leader and manager of pupils with learning difficulties and/or disabilities are notable. The governors play a central part within this teamwork and fulfil their responsibilities well. Leaders have an accurate view of the school's strong points and areas for development. For example, they are keen to extend the scope of the school's impact on community cohesion. This accurate self-evaluation confirms a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

From starting points well below those typical for their age, children make good progress across all areas of learning by the end of the Early Years Foundation Stage. During this time, staff plan a wide range of interesting and challenging activities, both indoors and outdoors, which ensure a good balance between children's independent activities and those led by adults. This is evident when children, playing outside in their wet suits oblivious to the rain, investigate puddles, watching and questioning with adult guidance why items float or sink. Daily sessions focus on developing children's knowledge of letters and sounds. This is paying off with children enjoying reading and writing in all elements of their play. Adults, with good quality guidance from the early years manager, are becoming more skilled at questioning children and developing their own understanding of early years practice. Good quality observations and assessments mean that staff know the children well and keep a good track of their progress.

Work in the Reception classes builds effectively on that started in the Nursery. Direct teaching and small group activities enable key skills to be taught effectively. For instance, children and their teacher took part in an enjoyable 'hot seating' session, complete with the teacher taking the role of Rumpelstiltskin! Good attention is paid to ensuring children's welfare. For example, all adults hold a paediatric first-aid qualification. The emphasis on children's personal and social development has a strong impact on their learning, enjoyment and ability to form constructive friendships. There is good leadership and management in the Early Years Foundation Stage. Because of the clear direction set for the staff as they prepare to move into their purpose built early years accommodation, there is consistently good practice.

What the school should do to improve further

- Improve the breadth and richness of the curriculum.
- Develop the school's community cohesion strategy further to take greater account of socio-economic, religious and ethnic dimensions beyond the local area.

Achievement and standards

Grade: 2

As a new school, there are no validated data available. However, teacher assessments, lesson observations and pupils' work indicate that all pupils, including the small proportion from minority ethnic groups, more vulnerable pupils or those with learning difficulties and/or disabilities, make good progress. Attainment is below average when pupils begin Year 1 and standards are broadly average in English, mathematics and science when the pupils leave in Year 6. This good achievement is because of the good quality of teaching pupils receive from well qualified staff. The school has been particularly successful in giving pupils a real love of reading and writing and this is evident in their work and in their generally positive attitudes to learning. This is because of a whole-school focus, through daily phonic and frequent writing lessons, on raising pupils' attainment in reading and writing skills. As a result, all pupils make good progress in reading and writing. However, these skills have not been transferred into all the subjects they study.

Personal development and well-being

Grade: 2

Pupils enjoy school and appreciate their relationships with their class teachers. 'They listen to us and help us', is typical of their views. Their spiritual, moral, social and cultural development is good overall: for example, pupils are ready to discuss and reflect on their feelings and emotions. Pupils say they enjoy being part of the school community as, for example, members of the school council. They relate well to one another and show concern for children in other lands who are less fortunate. For instance, a topic on the difficulty of getting clean water in parts of Africa led the pupils to become involved in fundraising activities for Water Aid. Pupils' good health is nurtured by their knowledge of nutrition and enthusiasm for physical exercise. They have a good knowledge of personal safety. Attendance is satisfactory overall. Most pupils attend regularly but a small number of children are too often absent without good reason. The basic skills that pupils acquire in literacy, numeracy, and information and communication technology (ICT), together with a sense of teamwork, are laying satisfactory foundations overall for them to continue at secondary school.

Quality of provision

Teaching and learning

Grade: 2

Most lessons are delivered with a good mix of talk and task which sustains the interest of pupils and keeps them engaged. As a result, children enjoy learning and make good progress. Some lessons are outstanding. For instance, in a Year 3 class, pupils enacted a skirmish between the Romans and the Celts. Their knowledge of Roman Britain, enhanced by a visit to Chester, was impressive. Later the opportunity to interview Boudicca and a Roman centurion (both children from the class) gave pupils a real understanding of Roman Britain. The teacher's skilful prompting drove exceptional learning by all. Occasionally, pupils are kept together for too long before starting independent work, slowing down the pace of learning. Teachers make good use of assessment information in planning for the very diverse needs of learners. Classroom assistants are adept at involving all pupils, including those with learning difficulties and/or disabilities, in the learning process. Display is used well to provide a stimulating learning environment for the pupils. Teachers provide a wide range of books encompassing many styles and genres. This is accompanied by a successful whole-school push to give children a love of reading and writing.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the learning needs of all pupils. It contributes well to the development of their personal, social and health awareness. This is particularly so for pupils with learning difficulties and/or disabilities and those pupils in the resource base. It is, however, less effective in developing pupils' creativity. Subject planning is being adjusted to enable this to happen but is at an early stage of development. Opportunities for pupils to develop and practise literacy and numeracy skills in all subjects are being introduced and are already successful in some lessons. For instance, activities during Greek and Indian enrichment days widen pupils' experiences of different cultures and give them a real purpose for writing. The use of ICT across subjects of the curriculum is less well developed. Links with other organisations enable pupils to participate in a satisfactory range of after-school activities, for example, football and cookery clubs.

Care, guidance and support

Grade: 2

Parents agree wholeheartedly that their children are well cared for and high levels of care and support are strengths of the school. Pupils feel safe in school and the statutory requirements for child protection and safeguarding are in place. The school's strategies for managing behaviour are extremely effective. For example, regular sessions with a football coach have radically changed the behaviour and boosted the motivation of pupils who were in danger of exclusion from another school because of their challenging behaviour. The school is working hard to improve the attendance of a small minority of pupils. External services are well used to provide additional support for vulnerable pupils, including those in the resource base. The progress of these and other pupils with learning difficulties and/or disabilities is effectively monitored. Academic guidance is satisfactory. Pupils generally know how well they use writing skills and what they should do to improve but some are less clear about their progress in mathematics.

Leadership and management

Grade: 2

Leadership is good and the school is well managed. The senior leadership team has a clear vision of what they want the school to achieve. They have identified the correct priorities for improvement and set in place good actions to achieve them. All staff share this work and make a strong contribution to the smooth running of the school. They carefully track the progress of pupils in their areas of responsibility and are involved in checking the quality of provision and its subsequent impact on pupils' achievement. Because of the recent amalgamation, these systems are at an early stage of development. The leadership team has a clear knowledge of the school's needs. They promote equal opportunities and an appreciation of diversity well and have developed good community cohesion within the school. However, while local and some international links are well developed, pupils are not sufficiently conversant with cultural diversity issues arising from life in a multicultural Britain. Governors give good support and challenge to the school and fulfil their statutory duties well.

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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	NA
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
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	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

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
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	3

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?	3
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?	3
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 Rimrose Hope CofE Primary School, Liverpool, L21 1AW

On behalf of my colleagues, I would like to thank you very much for your help when we inspected your school. We enjoyed our visit very much and thoroughly enjoyed meeting you. We particularly enjoyed hearing about your new school. I enjoyed my visit to the new building as it nears completion. What an exciting experience that will be for you all! Now we would like to share with you what the inspection found out about your school.

Yours is a good school. All the adults in school take good care of you, and you told us you are happy with all that they do to make yours a safe and caring school. Your parents agree and are very happy with all school does to help you in your learning. Your behaviour is good and it is clear that you really enjoy school. We were impressed with how well you are doing in your reading and writing and how much you enjoy the phonics and writing lessons. Staff work to make your learning interesting. For instance, in the Greek and Indian days, you enjoyed learning about other cultures.

To make the school even better we have asked your teachers:

- to make the curriculum you study more exciting while giving you all more chances to learn, for example, to speak another language or play a musical instrument
- to help you learn even more about how boys and girls and families live in different parts of Great Britain and in other countries.

Thank you for helping us with the inspection of your school. We hope that you will carry on working hard and help the teachers so that Rimrose Hope CE school can become even better.