

Roby Park Primary School

Inspection report

Unique Reference Number	104420
Local Authority	Knowsley
Inspection number	336306
Inspection dates	10–11 March 2010
Reporting inspector	Clare Henderson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mrs J Dean
Headteacher	Miss R Harrison
Date of previous school inspection	10 July 2007
School address	Easton Road Huyton Liverpool L36 4NY
Telephone number	0151 4778340
Fax number	0151 4778341
Email address	robypark.de@knowsley.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine lessons taught by nine teachers. They held meetings with governors, staff and pupils. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school's development plan and the way the school evaluates its own performance. The views of parents and carers, through 57 returned inspection questionnaires, and the views of staff and pupils were evaluated and reviewed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress boys, pupils with special educational needs and/or disabilities, and the more able pupils make in English and mathematics
- how effectively the school promotes pupils' health, well-being and enjoyment of school
- the use staff make of assessment and marking to accelerate progress
- whether leaders and managers have met the issues raised at the last inspection
- whether children in the Early Years Foundation Stage make good progress.

Information about the school

The school is average in size. Most pupils are of White British heritage. The proportion of pupils eligible for a free school meal is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The school provides a breakfast club which was inspected as part of this inspection. Child care and after-school provision, situated within the school, were subject to a separate inspection and a report about their quality can be found on the Ofsted website. The headteacher was appointed in September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory and improving education for its pupils. Senior leaders, governors and staff have worked purposefully and with urgency, with local authority support, to improve pupils' achievement. No time has been lost, morale is high, teamwork is effective and there is a strong momentum for improving the school. Levels of pupils' attainment at the end of Key Stage 1 and 2 are rising and are broadly average in English, mathematics and science.

The quality of teaching observed during the inspection is good overall and a strong factor in improving pupils' attainment. However, a legacy of slower progress in recent years, particularly for boys and the more able pupils means that in some year groups pupils still need to accelerate their learning. This is because the degree of challenge provided for the more able pupils is variable and guidance provided, through marking, particularly in mathematics, is not consistently good in all classes.

Notable strengths in the school are the Early Years Foundation Stage, good quality care, support and safeguarding procedures. In the Early Years Foundation Stage children make good progress because of good quality teaching and a stimulating play based environment. Pupils throughout the school enjoy their learning and grow into thoughtful and polite young people. They behave well and attendance levels are broadly average and rising.

The satisfactory curriculum is enriched well with features such as a wide range of interesting after-school clubs, which pupils really enjoy. However, pupils, particularly boys, have too few opportunities to extend their writing skills in all curriculum areas. Pupils' spiritual, moral, social and cultural development is good. Close links with the local community enable them to learn more about the values of those around them. Less well developed are the opportunities the pupils have to engage with communities beyond the locality and with people from different cultures and beliefs.

The school has a clear picture of its strengths and areas for development and all staff contribute to monitoring the school's performance. Central to improvement in pupils' achievement is the rigorous self-evaluation and ongoing review of pupils' learning that leaders, staff and governors undertake. This demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics by:
 - providing the more able pupils with more opportunities for creative thinking and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

problem solving within the curriculum

- engaging all pupils, particularly boys, in purposeful writing in all curriculum subjects
- providing clear guidance, through marking, to improve pupils' understanding in mathematics.
- Extend community cohesion by:
 - providing pupils with more opportunities to engage with pupils from different religious, ethnic and cultural backgrounds
 - monitoring the impact of these strategies on their attitudes.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory and most pupils enjoy their time in school. In most lessons pupils concentrate and listen well and join in discussions fully. They collaborate with one another, sharing ideas readily. Many are confident in explaining what they are doing, such as how they are working out a calculation in mathematics. In the current Year 6, the proportion of pupils on track to reach the expected level in English, mathematics and science is in line with the national average. Pupils with special educational needs and/or disabilities make similar progress to their classmates and they are helped to take a full part in lessons. However, too few boys and the more able pupils in classes reach the higher levels. This is because work set is not always challenging enough.

Good relationships exist between pupils and most leave school as socially confident young people. They benefit from taking responsibilities, such as playground leaders, school or eco councillors. They develop a good understanding of safety and behave well. Pupils have a good understanding of health issues. There is a strong emphasis on healthy living through work in the school allotment and in the after school clubs. Pupils learn about the benefits of homemade food prepared from fresh ingredients grown on their own allotment and take this message home to parents. The breakfast club also contributes to healthy eating, attendance and punctuality. The school promotes pupils' health and well-being well. The pupils' contribution to the wider community is good. Attendance is in line with the national average and rising. Pupils have a good awareness of right and wrong and are polite and helpful. Their awareness of other cultures is developed satisfactorily.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has benefited from the efforts of staff to get the best from the programme of support provided by the local authority. This has focused on making sure pupils know what they are learning and how they can become more involved in lessons through questioning and investigating ideas for themselves. Staff have developed good lesson plans with clear objectives that emphasise the skills to be taught. In the best lessons, teachers enthuse pupils; this was evident in one lesson when they became really involved in the setting of questions to pose to Henry VIII when he paid them a visit. Marking at its best is very effective, but this is not true across all classes or in mathematics.

There is satisfactory emphasis on literacy and numeracy in the curriculum, and the school has made a good start at re-designing the curriculum to extend pupils' involvement and creativity. This is beginning to bear fruit as, for instance, when pupils and their teachers in Year 4 enthusiastically learn to play the cello or in the dance sessions which bring Bollywood to Roby Park in an exciting way. The good care, guidance and support of pupils are bolstered by good partnerships with outside agencies. These help the more vulnerable pupils and those with special educational needs and/or disabilities to make good progress in their personal well-being. Good partnerships and support for pupils from, in particular, the learning mentor helps them as they move on to high school and means pupils gain confidence and feel secure.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
---	--

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The knowledge and experience that the headteacher and the assistant headteacher bring to school improvement have been a pivotal force in driving improvements to provision and outcomes for pupils. Through a regular system of monitoring the quality of teaching, they have identified areas for development and given class teachers challenging targets to achieve. The impact of this drive is seen in current improvements in the good quality of teaching and in systems in place which check pupil's individual progress. The school tackles discrimination and promotes equal opportunities satisfactorily although not enough pupils currently attain the higher levels of which they are capable.

The governing body makes sure that all statutory requirements are in place and adopts recommended good practice across all matters of safeguarding robustly, including undertaking rigorous risk assessments and safe recruitment of staff. Partnerships with others are good, particularly in promoting pupils' well-being, and their social and emotional development. The school works hard and continues to develop ways to raise attendance and engage with parents and carers so that they feel that they have an active role to play in their children's education. Staff have taken satisfactory steps to promote cohesion in the community and devised a plan of action. There are strong links locally, but plans to widen pupils' understanding of the ethnic diversity in British society and of life in other countries are in their infancy.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. Most children begin with skills which are low, particularly in their speaking, listening and social skills. Well-planned indoor and outdoor learning environments develop children's social skills well. Adults work hard to develop children's independence. For instance, children happily and confidently organise a wedding, decorating the bridal car with a 'just married' sign. Another group following the maps they have made look for buried treasure to take on their pirate ship. Such activities help them to make good progress particularly in developing their speaking, listening and writing skills.

Nursery and Reception aged children play happily alongside one another and older children learn to take care of those younger than themselves. Digging, planting and eating vegetables and fruit form part of children's experiences and helps them understand the need for healthy lifestyles. They make good progress in all areas of learning because all adults pay close attention to providing children with time to investigate, explore and chat over what they discover. As a result, they begin Year 1 with skills which are for most children in line with expectations at this age. Adults are very attentive to ensuring children are safe and all welfare requirements are met. Good links with parents, carers and outside agencies ensure that the social and emotional needs of each child are given close attention. Leadership is good and adults work together as an effective team. They use assessments satisfactorily to track children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the 57 parents and carers who replied to the questionnaire overwhelmingly say their children enjoy school, that the quality of teaching is good and that they feel the school keeps their children safe. A comment such as, 'The teaching, office and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

caretaking staff are excellent role models for my child.' is a view typical of them. A few felt that their views were not taken into account, or had concerns regarding children's progress, behaviour and provision for them to learn about a healthy lifestyle. The inspection found that these aspects were either satisfactory or good and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roby Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	46	34	52	1	2	0	0
The school keeps my child safe	34	52	31	48	0	0	0	0
The school informs me about my child's progress	26	40	38	58	1	2	0	0
My child is making enough progress at this school	31	48	29	45	3	5	2	3
The teaching is good at this school	31	48	34	52	0	0	0	0
The school helps me to support my child's learning	25	38	33	51	4	6	1	2
The school helps my child to have a healthy lifestyle	25	38	32	49	7	11	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	32	35	54	4	6	0	0
The school meets my child's particular needs	21	32	37	57	4	6	3	5
The school deals effectively with unacceptable behaviour	20	31	37	57	3	5	2	3
The school takes account of my suggestions and concerns	18	28	36	55	7	11	2	3
The school is led and managed effectively	26	40	34	52	3	5	2	3
Overall, I am happy with my child's experience at this school	27	42	34	52	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Roby Park Primary School, Liverpool, L36 4NY

I would like to thank you for your help to the team when we inspected your school. We especially enjoyed watching children doing their Indian dance or those of you playing the cello. Now I would like to share with you what the inspection found out about your school.

It was good to hear how much you like coming to school and enjoy learning and that you make satisfactory progress in your English, mathematics and science. It was also pleasing to hear about how safe you feel in school and that there is always someone to talk to if you have concerns. You behave well and you know about how to keep healthy and safe. Those of you involved in the school council or as playground leaders take your duties seriously and responsibly look after others.

We judge that you go to a satisfactory school. You get off to a good start in the Early Years Foundation Stage. Your teachers and other staff help you to achieve satisfactorily in your lessons. The school takes good care of you and helps you to get on well together. The curriculum is satisfactory and you have some good opportunities for after-school activities. The headteacher and governors want the school to become even better. I have asked them to do several things to improve the school. These are:

- to set work in lessons which is more challenging and interesting for you all
- to help improve your writing skills in all curriculum subjects
- to focus more clearly, when they mark your work, on ways to help you improve further, particularly in mathematics
- to broaden your knowledge of different people and religions beyond your area.

Yours sincerely

Clare Henderson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.