

Huyton-With-Roby CofE Primary School

Inspection report

Unique Reference Number	104451
Local Authority	Knowsley
Inspection number	336311
Inspection dates	1–2 July 2010
Reporting inspector	Paul Bamber

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair	Canon John Stanley
Headteacher	Mr M Cooper
Date of previous school inspection	19 April 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons and 15 teachers, held discussions with staff, parents and carers, the Chair of the governing body and groups of pupils. They observed the school's work and looked at documentation regarding safeguarding, planning, pupils' progress and attainment, the governing body's meetings, headteacher's reports and evaluations of the school's work made by the School Improvement Partner. The team analysed 62 responses to the parents' and carers' questionnaire, six of which were too late to be included in the table that appears later in the report, and at questionnaires completed by pupils in Key Stage 2.

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

- pupils' attainment and progress in mathematics, especially in Key Stage 2
- the overall attainment on entry of children to the Nursery class and Year 1
- the effectiveness with which the school promotes community cohesion beyond the school and its immediate locality.

Information about the school

The vast majority of pupils who attend this much larger-than-average-sized school come from White British backgrounds. An average proportion of pupils have special educational needs and/or disabilities, but, of these, an above-average proportion have a statement of special educational needs. An above-average proportion are known to be eligible for free school meals. The school runs a breakfast club. The school is in receipt of a number of awards, which include Healthy Schools, the Activemark and the Artsmark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Effective leadership and management ensure that pupils make good progress through each key stage and leave Year 6 with above-average attainment. Leaders and managers are particularly successful in enabling pupils with special educational needs and/or disabilities to make outstanding progress, in encouraging pupils to adopt a healthy lifestyle and in forging extremely successful partnerships which contribute significantly to pupils' enjoyment, academic achievement and well-being.

Pupils achieve well because they have positive attitudes to learning, are taught effectively and are, sensitively, cared for and supported. Their attainment and progress is particularly strong in English. The leadership team is very successful in its determination that pupils should leave the school with very well-developed reading skills. Although there are indications of improvement, pupils' progress and attainment in mathematics are not as strong as in English. Children get off to a good start to their education in the Early Years Foundation Stage, where their enjoyment of learning begins.

Most pupils behave well. They are concerned for each other and their environment, contribute well to the school and the local community and the vast majority feel safe. Pupils enjoy the experiences the good curriculum provides for them. They, particularly, relish the focus on themes, such as the Viking day and health week, and the visits outside school that support the topics they study.

Leaders and managers have ensured that the positive aspects of the school's work have been maintained since the last inspection and that considerable improvements have been made to the quality of marking. Less effective is the promotion of community cohesion beyond the school and its immediate locality. Self-evaluation is largely accurate, which enables leaders to plan effectively for improvement. Leaders are rigorous in tackling relative weaknesses in provision. Allied to the school's smooth day-to-day administration and its prudent financial management, these strengths indicate a good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that pupils' attainment and progress in mathematics consistently matches those in English by:
 - providing pupils with more opportunities to work on practical tasks in order to improve their investigative and problem-solving skills
 - giving pupils more guidance on how to improve, when teachers mark their work

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- involving pupils more in assessing their own work.
- Improve the promotion of community cohesion by linking up with schools and communities in the United Kingdom and abroad that have considerable ethnic, religious, cultural and socio-economic differences from those of the pupils.

Outcomes for individuals and groups of pupils**2**

Most pupils enjoy school and the vast majority achieve well. They concentrate well, respond keenly to questions and are proud of their achievements. They work well together and individually, share ideas and celebrate each other's successes. Having entered the Nursery class with well-below expected levels of skills, they make consistently good progress and leave at the end of Year 6 with well-above-average attainment in English and broadly average attainment in mathematics and science. Historically, their progress in mathematics in Key Stage 2 has been weaker than in other subjects. In this subject pupils', investigative and problem-solving skills are weaker than their ability to calculate. This is because they have too few opportunities to engage in practical tasks based on real-life situations. Teachers' assessments indicate that the current Year 6 pupils are attaining above average standards and have made better progress in the subject. The needs of pupils with special educational needs and/or disabilities and of those whose circumstances make learning particularly difficult are identified and met very well and, as a result, these pupils thrive and make exceptional progress.

Pupils, typically, demonstrate positive attitudes in lessons and around the school. They are keen to contribute to school life and seize the opportunities to raise funds for charities and to participate in drama and musical events. The focus and commitment shown by pupils in a Year 6 pantomime and a Year 5 mini-production of *Oliver* reflected their self-confidence in performing in front of an audience. They have a well-developed sense of spirituality and of cultural awareness, which is fostered through assemblies and their exposure to art, music and to other world faiths. Their good, basic academic skills and their ability to cooperate, to take responsibility and to accept new challenges all indicate that they are equipped well for their next steps in education and for life, despite their average attendance.

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.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
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 ranges from satisfactory to outstanding, with most being good. Where it is at least good, a brisk pace is evident, teachers match tasks well to pupils' needs, resources are used effectively for demonstration and to stimulate learning and pupils' behaviour is managed very well. Where teaching is no better than satisfactory, resulting in pupils' slower progress, lessons lack an appropriate balance between teachers' input and pupils' output, the pace is slower and there is a limited range of teaching and learning styles. Consistently high-quality support and provision for pupils with special educational needs and/or disabilities ensures their excellent progress, particularly in reading. The quality of marking in English is exceptionally good, which contributes well to the well-above-average standards pupils reach in this subject. In other subjects, although pupils' work is checked regularly, marking lacks the same sharp evaluation, helpful advice and involvement of pupils that are the case in English.

The curriculum meets most pupils' needs well. The appropriate focus, from an early age, on promoting pupils' literacy skills and personal development pays rich dividends. Information and communication technology skills are taught effectively and pupils apply them well in supporting a wide range of learning. Good provision in the arts and for sport ensures that pupils' aesthetic skills and physical development are well promoted. The impressive selection of out-of-class activities offered to pupils encourages a high take-up and provides pupils with opportunities to develop life-long interests.

Pupils are well cared for and supported. Most parents or carers of the pupils whose circumstances are challenging, or of those who find learning or behaving sensibly more difficult than most, praise the excellent support and guidance provided. The school's

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highly effective partnerships with external support agencies contribute significantly to pupils' well-being. The school has implemented successful strategies to improve attendance and punctuality and to manage any poor behaviour. There are good arrangements for both welcoming and settling pupils into the school and for ensuring their smooth transfer to high school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The very experienced headteacher has provided the school with very effective leadership over a considerable number of years. He and his able senior leadership team have been particularly determined to ensure that staff provide all pupils, but particularly those who face considerable barriers to learning, with effective literacy skills. Leaders and managers, consistently, encourage staff and pupils to have high aspirations. This focus reflects the school's good promotion of equality of opportunity for all and its determination to eliminate discrimination and stereotyping. Rigorous checks of pupils' performance and the quality of teaching and learning, together with pertinent improvement plans, trigger challenging targets both for pupils and staff, which, in the main, are met.

The governing body supports and challenges the school's work and performance effectively. It ensures that safeguarding procedures are good and are consistently reflected in daily school life. The school acknowledges that its promotion of community cohesion is no better than satisfactory because, despite strengths in school and locally, links with the wider United Kingdom or globally are tenuous at best. Positive outcomes for pupils, good provision and the effective use of resources are all evidence that the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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 the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Effective leadership, management and provision result in good outcomes for children. Overall, children enter the Nursery with well below expected levels of skills. They are particularly weak in their ability to communicate and in their personal, social and emotional development. In these and in all other areas of learning, they make good progress and enter Year 1 with skills levels that are just below average. Children enjoy learning as a result of exciting activities and well-directed support. They show respect for each other and adults and learn to share, take turns and use equipment and resources responsibly. They develop good hygiene habits and learn table manners. Adults support children's learning well, both indoors and out, with particularly good provision outside. Children's development is observed closely and recorded accurately, which facilitates effective planning for the next steps in their learning. Children's welfare is assured through rigorous procedures and close liaison with parents and carers. The quality of planning is no better than satisfactory because it is insufficiently linked to the age-related expectations of the Early Years Foundation Stage curriculum.

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

There was a low return rate of questionnaires. The views of those who responded and of parents and carers who were involved in a discussion with inspectors were predominantly positive. Inspectors concurred with the vast majority of parents and carers who feel that teaching is good; that their children are well prepared for their

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future; that their children are kept safe and that they are enabled to support their children's learning. A few were concerned that the school takes too little account of their suggestions or concerns, that unacceptable behaviour is not dealt with effectively or that the school is not well led and managed. Inspectors looked into their concerns and found evidence that leaders and managers, consistently, follow up parents' and carers' concerns, that while there are instances of poor behaviour these are well managed and that the quality of leadership and management is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Huyton-With-Roby CofE 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	63	38	30	8	6	2	2
The school keeps my child safe	80	63	41	32	4	3	3	2
The school informs me about my child's progress	69	54	51	40	4	3	3	2
My child is making enough progress at this school	69	54	45	35	10	8	1	1
The teaching is good at this school	68	53	50	39	5	4	1	1
The school helps me to support my child's learning	59	46	60	47	7	5	2	2
The school helps my child to have a healthy lifestyle	55	43	63	49	6	5	4	3
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)	49	38	69	54	2	2	0	0
The school meets my child's particular needs	57	45	59	46	4	3	6	5
The school deals effectively with unacceptable behaviour	52	41	51	40	7	5	12	9
The school takes account of my suggestions and concerns	45	35	55	43	17	13	5	4
The school is led and managed effectively	59	46	46	36	12	9	3	2
Overall, I am happy with my child's experience at this school	72	56	42	33	7	5	3	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



05 July 2010

Dear Pupils

Inspection of Huyton-with-Roby C of E Primary School, Liverpool, L36 9TF

On behalf of the inspection team and myself, I would like to thank you for the friendly and polite welcome you gave us when we inspected your school recently. Yours is a good school. It has excellent partnerships with people and organisations outside the school that help you become very aware of how to lead a healthy lifestyle and that help those of you who find learning or behaving well more difficult than most. You are taught well and have lots of interesting experiences and, as a result, you make good progress to attain above-average standards by the time you leave Year 6. Those of you who need special support do really well.

Part of my job is to point out things that the school should do to make it even better.

- Your headteacher and the governors have agreed that they will make sure that you make as good progress and reach standards in mathematics as high as you do in English.
- They will also make links with schools in other parts of the country and across the world so that you can have a better understanding of how different the lives can be of children who live there.

You can help by trying your very best in mathematics lessons and by taking a keen interest in the different ways in which people live around the world.

Thank you again for your help with the inspection. Have a lovely summer holiday.

Yours sincerely

Mr Paul Bamber

Lead Inspector

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