

# Blackmoor Park Junior School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 104521            |
| <b>Local Authority</b>         | Liverpool         |
| <b>Inspection number</b>       | 336326            |
| <b>Inspection dates</b>        | 3–4 February 2010 |
| <b>Reporting inspector</b>     | Frank Carruthers  |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 7–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 342  |
| <b>Appropriate authority</b>               | The governing body                                   |
| <b>Chair</b>                               | Mr David Moore                                       |
| <b>Headteacher</b>                         | Mr Martin Davies                                     |
| <b>Date of previous school inspection</b>  | 2 March 2007   |
| <b>School address</b>                      | Leyfield Road<br>Liverpool<br>Merseyside<br>L12 9HB  |
| <b>Telephone number</b>                    | 0151 2283250   |
| <b>Fax number</b>                          | 0151 2288828   |
| <b>Email address</b>                       | blackmoorparkj-ht@blackmoorpark-jun.liverpool.sch.uk |

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, observing 12 teachers, and held meetings with the Chair of Governors, staff, groups of pupils and representatives of the local authority. They observed the school's work and looked at documentation including policies on safeguarding, the school development plan, teachers' planning, assessment files and records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities. Inspectors spent approximately 55% of their time inspecting pupils' learning. Staff and pupils completed questionnaires and 125 questionnaires returned from parents and carers were also read and analysed.

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

- the current progress of all groups of pupils, especially in writing and mathematics
- the quality of teaching and how well it challenges the more able pupils
- how well assessment procedures and the tracking of pupils' progress help them to improve
- the capacity of the senior leadership team to drive forward school improvement
- the effectiveness of safeguarding procedures.

## Information about the school

This is a larger than average sized primary school. The very large majority of pupils are White British. The main ethnic minority groups are Chinese, White European and Asian or Asian-British. A few are at the early stages of learning English as an additional language. About 17% of pupils are eligible for a free school meal, which is in line with the national average. The proportion of pupils with special educational needs and/or disabilities is average.

A privately run after school club operates in the school and is subject to a separate inspection. The school has the Investors in People and Healthy Schools Awards, the Activemark, the Basic Skills Quality Mark and the Inclusion Mark. A new deputy headteacher was appointed in September 2009.

**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**

**3**

## Main findings

The school provides a satisfactory education for pupils and is improving. Pupils' learning and academic achievements are satisfactory and standards in English, mathematics and science are in line with the national average. They have been rising year-on-year since the time of the last inspection. This is the result of the concerted effort of all staff, supported well by the local authority, to build on the findings of the last inspection report. Pupils with special educational needs and/or disabilities make good progress thanks to the very good quality support they receive from teachers and teaching assistants. However, in Year 6 too few of the more able pupils achieve above the level expected in national tests in English, mathematics and science. The pupils' personal development, for example, their behaviour and attitudes to learning, their understanding of how to stay safe and lead a healthy lifestyle, is good. This outcome is the result of the good care, guidance and support the school provides.

The quality of teaching is satisfactory and there are clear signs of improvement, especially in the teaching of English and mathematics resulting from the focus given to these subjects over the last two years. There have been significant improvements in how teachers assess and then track the progress of pupils. The large majority of lessons observed were good. However, there is still a minority of lessons that are no better than satisfactory. Pupils are not always sufficiently challenged and this is holding back their achievement. The curriculum is satisfactory with strengths in the core subjects of English, mathematics and science. In addition, there are many activities to enrich pupils' experiences, such as after school clubs, visits and visitors to the school. However, the wider curriculum is under-developed, lacking depth of coverage and links between subjects.

The school's senior leadership team has satisfactory capacity to improve provision and much has been put in place to bolster provision and raise standards. The school's self-evaluation is accurate and based on a robust analysis of how the school and its pupils are performing. Governors support the school well, fulfil their responsibilities satisfactorily and understand the school's strengths and shortcomings. The school is in the process of developing its role in promoting community cohesion and citizenship, but this is incomplete.

## What does the school need to do to improve further?

- Focus attention on improving the standards that more able pupils achieve in writing and mathematics.
- Improve the quality of teaching so that all is good or better, especially in key

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aspects, such as teachers' questioning skills and the consistency of marking.

- Develop the depth and breadth of the wider curriculum so that links between subjects are made to help pupils' understanding.
- Develop further the role of the school in promoting pupils' awareness of the wider community, including the multi-ethnic nature of British society, and in fostering international links.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

From their starting points, pupils make satisfactory progress. Progress is best in Years 5 and 6. 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. Pupils with special educational needs and/or disabilities do especially well and they are helped to take a full part in lessons. Those learning English as an additional language make great strides mastering English and often achieve high standards in Year 6 national tests. 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. However, too few more able pupils reach the higher levels. Where teaching is satisfactory, pupils' learning is more limited. This is sometimes because work is too easy for some pupils and on occasions, teachers miss opportunities to ask sufficiently challenging questions of pupils.

Pupils' good behaviour contributes well to their learning and often in lessons, it is exemplary. Pupils say that there are occasional examples of poor behaviour but these are generally handled well by the adults in school and do not disrupt lessons. Following the school's lead in promoting a healthy lifestyle, pupils know about healthy eating and they take part in a good range of sporting activities. Pupils organise their own healthy snack shop. Another example of how well they take on responsibilities is the way in which they lead their weekly celebration assembly with considerable maturity and enthusiasm. The school council makes a good contribution to pupils' welfare, advising on playground equipment and deciding on fund-raising for the school and charities. The pupils' contribution to the wider community is satisfactory. Attendance is in line with the national average and punctuality is good. 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*

<sup>1</sup> 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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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 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                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### 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 how well they are doing in English and mathematics and what are the next stages of their learning. Staff have developed good lesson plans with clear objectives that emphasise the skills to be taught. For example, in mathematics, teachers have helped pupils to understand what makes a good mathematician; it is not just getting the right answer. In the best lessons, teachers enthuse pupils, evident in one lesson, when pupils became really involved in the narrative poem 'The Highwayman'. In a minority of lessons, however, teachers do not vary the questions or the activity at the start of lessons in order to stretch those pupils who have different levels of attainment in the class. The interactive whiteboard is seldom used to its full potential in the main activity of the lesson. Marking at its best is very effective, but this is not true across all classes. In general, the marking of pupils' writing and of their work in mathematics gives them better guidance than in other subjects.

There is good emphasis on literacy and numeracy in the curriculum, but too often the coverage of other subjects has been slimmed down and become too shallow. Staff are aware of this problem and are approaching it with renewed vigour in the light of a recent national review of the curriculum. The good care, guidance and support of pupils is bolstered by good partnerships with outside agencies. These help the more vulnerable pupils and those with special educational needs and/or disabilities to achieve well. Good arrangements for pupils to help them as they join the school and move on to secondary school mean pupils gain confidence and feel secure.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Changes in the senior leadership team have bolstered its effectiveness. The knowledge and experience that both the headteacher and the deputy headteacher bring to school improvement mean that weaknesses are being eliminated and improvements made to provision and outcomes for pupils. Through a regular system of monitoring the quality of teaching, they have identified weaknesses and given class teachers challenging targets to achieve. The impact of this drive is seen in current improvements in the quality of teaching but there is still some way to go if outcomes, such as pupils' achievement, are to be good. The school tackles discrimination and promotes equal opportunities well, evident, for instance, in the good progress of pupils with special educational needs and/or disabilities and those from vulnerable backgrounds. The school adopts recommended good practice across all matters of safeguarding, including risk assessments and the safe recruitment of staff. 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*

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

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**The effectiveness with which the school deploys resources to achieve value for money**

**3**

## Views of parents and carers

A very large majority of parents and carers responded positively to their questionnaire. They commented on the supportive nature of the staff and many say their children are happy and very settled at the school. Inspectors agree with these positive views. It was evident that a significant minority of parents and carers would like more information about how well their children are doing and how best they can support their children in their school work. The school has good systems of communication with parents and carers, including a popular website, and sends home termly class and school newsletters. There are regular opportunities to talk to class teachers. Nevertheless, the headteacher and senior staff acknowledge these issues and have agreed to canvass their views further, with a view to providing more information for parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blackmoor Park Junior 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 68             | 54 | 52    | 42 | 2        | 2  | 1                 | 1 |
| The school keeps my child safe  | 78             | 62 | 43    | 34 | 3        | 2  | 1                 | 1 |
| The school informs me about my child's progress   | 57             | 46 | 60    | 48 | 8        | 6  | 0                 | 0 |
| My child is making enough progress at this school   | 52             | 42 | 58    | 46 | 8        | 6  | 2                 | 2 |
| The teaching is good at this school   | 56             | 45 | 56    | 45 | 8        | 6  | 1                 | 1 |
| The school helps me to support my child's learning  | 54             | 43 | 54    | 43 | 12       | 10 | 3                 | 2 |
| The school helps my child to have a healthy lifestyle   | 55             | 44 | 67    | 54 | 2        | 2  | 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) | 46             | 37 | 56    | 45 | 7        | 6  | 4                 | 3 |
| The school meets my child's particular needs  | 50             | 40 | 63    | 50 | 6        | 5  | 2                 | 2 |
| The school deals effectively with unacceptable behaviour  | 39             | 31 | 63    | 50 | 10       | 8  | 4                 | 3 |
| The school takes account of my suggestions and concerns   | 42             | 34 | 63    | 50 | 9        | 7  | 3                 | 2 |
| The school is led and managed effectively   | 50             | 40 | 61    | 49 | 3        | 2  | 4                 | 3 |
| Overall, I am happy with my child's experience at this school   | 61             | 49 | 51    | 41 | 10       | 8  | 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.**



5 February 2010

Dear Pupils,

Inspection of Blackmoor Park Junior School, Liverpool, L12 9HB

It was a pleasure to inspect your school. You were all very friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a satisfactory education. This means that there are some things that are good, but not all. Here are some of the good things. You behave well and look after one another. You know a lot about how to stay safe and how to lead a healthy lifestyle. Your school council is doing a good job making suggestions about life in school. You take on responsibilities really well. We were very impressed with the way you organised the Celebration Assembly! Your teachers and teaching assistants take good care of you all and make sure that you all feel safe and secure. You know your targets well and this is helping you to make progress.

Part of my job is to identify how the school can be even better. I am suggesting four aspects that could be better.

- Those of you who are good at writing and mathematics should be achieving higher standards in the national tests in Year 6.
- You make satisfactory progress but you could be doing better. This is because the teaching you receive is not always as good as it could be. So we are asking teachers to make sure that all of you make as much progress as possible in lessons.
- The staff need to make sure that subjects such as history, geography, art and others, are covered well and connected together better to make them more interesting for you.
- We want your headteacher and the senior staff to plan how to promote the school's role in the wider community. This is so that you understand more about the various cultures and religions of people in the United Kingdom and overseas.

Please continue to work hard. I send you all my best wishes for the future.

Yours sincerely,

Mr Frank Carruthers

Lead Inspector

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