

# Norman Pannell School

## Inspection report

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<b>Unique Reference Number</b>	104600
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	336336
<b>Inspection dates</b>	21–22 June 2010
<b>Reporting inspector</b>	Michael McLachlan

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Amanda Booth
<b>Headteacher</b>	Mr A Price
<b>Date of previous school inspection</b>	11 September 2006
<b>School address</b>	Brownbill Bank Liverpool Merseyside L27 7AE
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons and nine teachers were observed. Meetings were held with pupils, groups of staff, governors, the School Improvement Partner, and local authority support staff. The inspectors observed the school's work, and looked at reports from the governors, the school's policies, records of lessons observed by the senior management team, and the School Improvement Partner's reports. In addition, questionnaires completed by pupils, staff and 74 parents were scrutinised.

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

- the attainment and progress of pupils across the school and particularly in mathematics
- the impact of the school's strategies to improve attendance
- the schools recent work on improving teaching and learning and the curriculum
- the quality of leadership across the school and if this is raising expectations and securing improvements in attainment and progress
- how effective the Early Years Foundation Stage is in meeting the needs of all children.

## Information about the school

The school is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. The number of pupils from minority ethnic groups is well below average. The number of pupils with special educational needs and/or disabilities is above average but the proportion with statements of special educational needs is below average. The school has achieved the national Activemark award. The headteacher has recently returned after a prolonged absence during which the deputy headteacher with the support of an associate headteacher led the school.

**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

Norman Pannell is a satisfactory and improving school. Good care and guidance ensure pupils make good gains in personal development. This is a harmonious and friendly school and pupils show high levels of enjoyment responding well to all on offer. Pupils feel safe in the school, well cared for and well prepared for moving on to secondary school. They understand how to keep healthy and safe and contribute satisfactorily to the life of the school and the community. The vast majority enjoy school. However, attendance, while improving, is no more than average. The school's current target is insufficiently challenging to further drive improvement.

Achievement is currently satisfactory. Attainment in recent years has been below national averages, but is now broadly average. This represents broadly satisfactory progress given the pupils' starting points and is in line with the overall quality of teaching. Where teaching and learning are good, teachers provide stimulating activities and make sure pupils are able to assess their own and each other's work. However, this effective practice is not applied consistently in all lessons because their purpose sometimes lacks clarity and pupils are not always aware of how to demonstrate success in their learning.

The school was previously identified by the local authority as being in need of additional support and challenge in order to secure higher attainment and better progress. A real strength of the leadership team has been the way they have enthusiastically worked with the local authority and the associate headteacher to maintain the pace of change and improvement in the headteacher's absence. The school knows its strengths and weaknesses and now has robust systems involving governors and other external staff to challenge its performance. A demanding action plan has been in place over the last two years and good progress has been made in its implementation. Good, regular, moderated assessment and tracking systems have been established and more challenging targets are now set for pupils. This work is now beginning to bear fruit; attainment is rising and progress is accelerating. Despite these encouraging signs, the school currently has satisfactory rather than good capacity to improve, for example, because work to improve teaching and learning is not yet fully embedded and consistently applied.

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

- By the end of the next school year:
- raise attainment and improve learning and progress by ensuring that:
  - the most effective practice is shared more widely so all pupils make or exceed

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their expected rate of progress and Year 6 pupils achieve their expected level in the national tests in 2011 and beyond

- lesson objectives are focused on what pupils are to learn and not just the tasks to be completed
- pupils know how well they are doing and what they need to do to improve
- teachers plan work that provides sufficient stimulation and challenge for each of the different groups within the class
- improvement points raised during marking are followed up in the next lesson
- improve attendance rates and its impact on learning by setting and achieving higher targets and improving pupils' and parents' understanding of the importance of good attendance.
- 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**

Pupils respond with immense enthusiasm, drive and commitment when tasks are exciting, challenging and surprising. For example, in Year 3, children were drawing round their shadow at different times during the day. The changing size and position was a real surprise compared to their prediction so they were keen to learn what caused these changes. In these and similar lessons pupils respond with tenacity and excitement to difficult challenges. However, on a substantial minority of occasions, pupils lose enthusiasm or are easily distracted. This lack of focus occurs when tasks are mundane or pupils lack opportunities to assess for themselves how well they have done. Attainment is now broadly average by the time pupils leave school, although English results are better than those in mathematics. Pupils with special educational needs and/or disabilities make good progress because of the in-class support they receive from their teachers and teaching assistants.

Pupils say they feel safe and this view is shared by all parents. Pupils readily take up the good range of healthy eating options on offer. Behaviour is good. Although there is occasional low level disruption in a few lessons, pupils respond well when teachers correct them. Attendance is improving. The vast majority of pupils attend well but a significant minority do not, often when parents do not fully support the school's efforts. Pupils' self-confidence is strong by the time they leave school so they say they feel well prepared for the move to secondary school. Pupils take on responsibilities as school councillors, junior leaders or playground assistants and make a good contribution to school life. Pupils' contribution in the wider community is not as well developed so this aspect is satisfactory overall. Pupils understand right and wrong, show a good spiritual and moral understanding and are excited by new and surprising learning. They are developing a good cultural understanding through a good range of visits and visitors.

*These are the grades for pupils' outcomes*

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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>2</b>

### How effective is the provision?

Teachers show good subject knowledge in English and mathematics. In the best lessons, pupils are made aware of how they can demonstrate they have been successful in their learning. This was particularly evident in a literacy lesson on performance poetry where pupils were acting out the poem with immense enthusiasm and were able to accurately judge how well they were doing and what they needed to do to be even better. However, this good teaching is not seen consistently across all year groups and all subjects. Where teaching is satisfactory, rather than good, work is not closely matched to the needs of all pupils in the class, particularly the most able. The marking policy, which expects teachers to identify two strengths and a point to improve for each piece of work, is consistently applied. However, the points for improvement are sometimes too vague and are not always followed up in the next lesson to ensure pupils know they have improved.

The curriculum has some growing strengths. It provides a wide variety of opportunities which contribute to pupils' good personal development and well-being. There is good work with external agencies and with other faith communities, which enrich the curriculum. Provision for pupils whose circumstances have made them vulnerable is good. Extra-curricular activities are satisfactory, although there is a limited range available. While there has been good work done in developing a more creative curriculum, much of this work has been focused on developing literacy and numeracy,

<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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science, and information and communication technology. Consequently, work in other areas is insufficiently developed.

This is a very caring school which provides good support for pupils' learning and well-being. Potentially vulnerable pupils are identified early and good steps are taken to meet their needs. The school has good examples of how it has helped individuals overcome significant barriers to learning, for example, in improving particularly poor attendance. The school has robustly supported and challenged persistent absence. However, its overall attendance target is not high enough to achieve more than average rates. Pupils receive good advice and guidance to help them make informed choices about their future and particularly in supporting vulnerable students as they move on to secondary school. Parents and pupils spoke very highly about care shown for them by all staff and particularly valued the work of the learning mentor. This good quality of care boosts self-esteem well and this is very evident in the older pupils in Years 5 and 6 who show high levels of confidence and maturity.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?**

Leadership at all levels has responded well to the support and challenge provided as a result of the action plan. All staff are supportive of the drive for improvement and this is evident in their willingness to try new approaches and to share effective practice, the attendance at in-service courses by teachers and support staff, and the improvements evident in teaching and learning. While this is beginning to be effective, there remain some inconsistencies in practice and there has not been time for the full impact of improvements to be reflected in pupils' outcomes.

Safeguarding arrangements are good. Work with a range of agencies supports vulnerable pupils well and helps the school to keep all pupils safe. Equal opportunities and discrimination are tackled well and the school works hard to enable pupils to overcome barriers to learning. The school satisfactorily promotes community cohesion. Good plans are in hand to support pupils' personal development by enabling them to play a greater part in promoting cohesion in the local area and to develop a greater understanding of the wider world. The school give satisfactory value for money.

*These are the grades for leadership and management*

**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

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children start in the Nursery with skills that are well below average particularly in their language and social skills. Adults provide very caring and sensitive support so that all children make satisfactory and sometimes good progress. However, they have often not reached the expectations for their age as they move into Year 1. The quality of teaching is satisfactory and sometimes good, particularly when adults provide very enthusiastic guidance to children giving them lots of opportunities to talk, ask questions, write, measure and explore the world around them in a creative way.

Each child's progress is carefully recorded and planning and the use of assessment effectively helps staff target learning, building on individual children's interests. A good example of this was seen where work was based on travel because of a pupil's recent plane trip. The curriculum is satisfactory as children's experiences are limited by some tired equipment and materials and lack of facilities to enjoy outdoor experiences in inclement weather. Overall leadership is satisfactory but improving. The children's development is thoroughly monitored and good attention is paid to all aspects of their welfare. The school has good plans in hand to improve facilities and to build on the good links with parents and external agencies.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The parents express overwhelming support for what the school provides for their children. Particularly high levels of satisfaction were shown for the way the school keeps children safe and the inspectors endorse this view. A very small minority of parents, five in all, felt the school did not deal effectively with unacceptable behaviour. During the inspection, overall behaviour was good and instances of low level disruption in lessons were managed well.

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

Ofsted invited all the registered parents and carers of pupils registered at Norman Pannell 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	59	28	38	1	1	1	1
The school keeps my child safe	48	65	26	35	0	0	0	0
The school informs me about my child's progress	39	53	34	46	1	1	0	0
My child is making enough progress at this school	38	51	34	46	2	3	0	0
The teaching is good at this school	42	57	31	42	1	1	0	0
The school helps me to support my child's learning	34	46	39	53	1	1	0	0
The school helps my child to have a healthy lifestyle	32	43	40	54	1	1	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)	28	38	41	55	1	1	0	0
The school meets my child's particular needs	37	50	35	47	1	1	0	0
The school deals effectively with unacceptable behaviour	33	45	34	46	5	7	0	0
The school takes account of my suggestions and concerns	29	39	41	55	2	3	0	0
The school is led and managed effectively	36	49	36	49	2	3	0	0
Overall, I am happy with my child's experience at this school	42	57	31	42	0	0	1	1

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](http://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"><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.**



23 June 2010

Dear Pupils

Inspection of Norman Pannell School, Liverpool, L27 7AE

We would like to thank you all for your help during the recent inspection. We agree with you that adults in your school care for you well, so you feel safe. They make sure that you can move on to secondary school with confidence. We judge that yours is a satisfactory school.

By Year 6, you reach around average levels in English and mathematics and this means your progress is satisfactory. However, we saw that you and your teachers are working hard to improve your rate of progress and to make sure you reach your best level by the time you leave school. We think this hard work is beginning to make a difference. We saw many of you making good progress particularly in lessons where your teachers gave you challenging work and where you took the responsibility to work hard without being told to by your teacher. We have asked the teachers to ensure that you are given more opportunities to have lessons like these. You must play your part by having a go at the challenging work and taking responsibility to learn.

I enjoyed sitting in your Prize Assembly – well done to all who gained prizes. I noticed you looked at attendance for each class and cheered when it was better than 94%. We think you should be more ambitious and try and make sure all of you reach 95%. You must play your part by taking responsibility yourself to get to school each day.

Your headteacher and his staff are working on improving teaching and assessment. We have asked the teachers to make sure that each group in the class is given challenging work. We have also suggested that when your teacher marks your work and gives you 'two stars and a wish', you and your teachers need to check that you have looked carefully at the wish and made it come true.

Best wishes for your future from the inspection team.

Yours sincerely

Mr Michael McLachlan

Lead inspector

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