

# Netherton Moss Primary School

## Inspection report

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<b>Unique Reference Number</b>	104856
<b>Local Authority</b>	Sefton
<b>Inspection number</b>	336377
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Clare Henderson

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>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Caroline Tattersall
<b>Headteacher</b>	Mrs S Scott
<b>Date of previous school inspection</b>	7 July 2007
<b>School address</b>	Swifts Lane Netherton Bootle L30 3RU
<b>Telephone number</b>	0151 5255026
<b>Fax number</b>	0151 5259263
<b>Email address</b>	head.NethertonMoss@schools.sefton.gov.uk

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

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## Introduction

This inspection was carried out by three additional inspectors, one of whom focused entirely on the quality of safeguarding. The inspectors visited 12 lessons and held meetings with governors, staff and groups of 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 31 returned inspection questionnaires, and the views of pupils were evaluated and reviewed.

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

- the attainment, progress and learning for all groups of pupils in English, mathematics and science
- the quality of teaching and assessment in ensuring that pupils enjoy school, feel safe, lead healthy lifestyles and are well prepared for the next stage in their education
- the effectiveness of the curriculum in developing pupils' cultural and community understanding
- the effectiveness of leaders and managers in bringing about sustained improvements in pupils' learning.

## Information about the school

This school is smaller than average size. The proportion of pupils eligible for free school meals is high. The percentage with special educational needs and/or disabilities is above average. Most pupils are of White British background. The Early Years Foundation Stage consists of a morning class for Nursery-age children and one Reception class. The school has gained a number of awards; these include the National Healthy Schools, International Schools intermediate status and Activemark awards. On site there is an after-school club which is subject to a separate inspection.

**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 where pupils achieve well. They begin school with skills which are at low levels, particularly their social, speaking and listening skills. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing their communication skills. This good progress continues as pupils move through the school. In recent years pupils' attainment has been average, overall, although in 2009 it was high in English, mathematics and science and this group of pupils made outstanding progress. Pupils' current work and the school's own data show that rates of progress are good across the school, including those of pupils with special educational needs and/or disabilities and the more vulnerable.

The good-quality curriculum allows all pupils to develop their individual strengths. Performing and creative arts are given high profile. The close attention teachers give to improving pupils' calculation skills in mathematics and investigative skills in science, and to providing interesting and whole-school writing focuses is paying off and standards are rising. However, while the quantity of pupils' writing and standards of attainment has improved, the presentation of their work, such as their handwriting, is generally of low standard. Pupils are happy at school and enjoy their lessons. They cooperate well with each other and their teachers. They develop good relationships with children from other cultures through their strong international links. Their spiritual, moral, social and cultural development is good, overall. However, they have limited opportunities to develop an understanding of children from different socio-economic and ethnic backgrounds within Britain.

The vast majority of parents and carers rate the school very highly. A good partnership between home and school contributes to pupils' good behaviour and their mature attitude to learning. However, although current levels of persistent absence have fallen, attendance is low. This is because a few pupils are persistently absent and a minority of families take holidays in term time.

Senior leaders, supported by a highly supportive governing body, provide strong leadership. The school has a clear picture of its strengths and weaknesses 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 in the future.

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

- Improve presentation skills in pupils' written work in order to reflect the good

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quality of the work produced.

- Improve attendance levels in order to raise pupils' attainment and progress further by:
  - taking action to reduce the number of pupils who are persistently absent
  - encouraging more parents and carers to take their children on holiday at designated holiday times.
- Extend the provision for promoting community cohesion by:
  - developing action plans to extend pupils' experiences of different religions, cultures and communities within Britain
  - monitoring the impact of all strategies on pupils' attitudes.

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

Achievement is good and pupils enjoy most lessons and their time in school. In most lessons pupils are well behaved and focused and subsequently make good progress in their learning. In all lessons observed by inspectors pupils showed a willingness to learn and a love of practical work. For instance, in a combined Year 5 and 6 cookery lesson, boys and girls worked well together, took turns, and followed the detailed instructions on how to chop onions, peppers and tomatoes using sharp knives and how to crack eggs efficiently. They were all both happy and industrious. Very good discussion on the merits and cost of free-range and good-value eggs took place as pupils were made aware of difference in prices and the moral dilemmas presented. The teacher handled the discussion sensitively and most children contributed and all listened attentively.

Children start Reception with levels of development that are low compared with those typical for their age. Although they make good progress in Reception, particularly in developing a curiosity for learning, because of their low starting points they begin Year 1 with attainment which is below average. Good progress in Years 1 and 2 leads to broadly average attainment overall at Year 2. In Key Stage 2 progress continues at a good pace. In recent years attainment in national tests at Year 6 has been slightly above average overall which, given pupils' low starting points, shows good progress. In 2009 attainment was high for all groups of pupils in English, mathematics and science. In spite of these improvements in attainment low attendance levels, for a few pupils, means they miss out on the exciting curriculum which is provided.

Excellent relationships exist between pupils and most leave school as mature and socially confident young people. They benefit from taking responsibilities, such as the roles of school or eco councillors or playground helpers. Pupils respect each other and their teachers and learn to make judgements on moral dilemmas such as racism and the treatment of animals. Pupils develop a good understanding of safety and most pupils behave well. They say incidents of bullying are rare and, on the occasions these incidents occur, they are quickly resolved by staff. Pupils have an outstanding understanding of health issues. Year 6 pupils discussed openly and confidently what they had learned in sex education classes. There is a strong emphasis on healthy living

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through cookery lessons and in the after-school clubs, which are oversubscribed. Pupils learn about the benefits of homemade food prepared from fresh ingredients and take this message home to parents and carers. The breakfast club also contributes to healthy eating, attendance and punctuality. 'Wake and shake' sessions ensure that pupils are ready to learn. The school promotes pupils' health and well-being very well. This is confirmed by the pupil who says, 'I am new to this school and the thing I love is that children and staff make me feel like I have been here for years.' These sentiments of feeling they belong are shared by many pupils.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The majority of teaching is good and at times is outstanding. Strengths include clear planning; the effective use of assessment strategies, such as talk partners and learning targets; and quality guidance when marking work, so pupils clearly understand what they need to do to improve. These ensure that pupils have exciting learning experiences, learn new skills and achieve the expected outcome. For instance, the pride and delight Year 6 pupils have in the tortillas they make in their cookery sessions is

<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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tangible. These sessions make invaluable curriculum links as the teacher discusses the cultural origins of the dish and links effectively to Spanish language work. Pupils were keen to learn to pronounce 'tortilla de papas' with a Spanish accent and they continued to say the phrase with relish throughout the lesson. Enough tortillas were made to ensure that all pupils had some to eat and some to take home. In the few lessons where teaching is satisfactory most pupils remain well behaved and interested even when learning loses pace and challenge and progress slows.

Pupils make the most of and thoroughly enjoy the many opportunities they are given to engage in sporting, social and artistic activities. Subjects of the curriculum are linked creatively to develop pupils' knowledge, skills and understanding in an enjoyable way. For instance, the 1950s and 1960s project provides, through music, dance, art and history, a real purpose for writing and work culminates in the end of term production in which pupils develop their acting, stage craft and script writing skills effectively. These are put to best effect to entertain families and older people from the local community and pupils' confidence and self-esteem grows exceptionally well. Such high-quality provision ensures that pupils who attend regularly are well prepared for their next stage of education and mature into well-rounded individuals with a good set of values for their future lives.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and the school is a safe and secure place. The comment, 'My child started in September, nervous and clingy, now she is happy and secure,' supports this view well. Pupils are happy to go to staff with any concerns. All adults are particularly sensitive to more needy pupils – of whom there are many. Pupils learn from their example; even the very youngest children demonstrate sensitivity and care towards a less able classmate. The work of the parent support adviser and strong links with outside agencies is already paying off and attendance is beginning to improve. The school works successfully to ensure that when pupils return from periods of absence they receive intensive support, emotionally and academically to enable them to catch up in their learning. Induction and transfer to secondary school are managed well.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The dedicated headteacher provides strong leadership and a clear educational direction

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and ambition to improve. The ethos established in the school is one of promoting equality for all, evident in the many aspects of support for different groups of pupils, for instance in narrowing the gap in attainment for those who are more vulnerable or for pupils who have long periods of absence. Nevertheless, more work is needed to raise attendance levels and in particular to encourage more families to take holidays at designated holiday times. The governing body makes sure that all statutory requirements are met and excellent leadership from the chair of governors ensures that the school's procedures for safeguarding are good. The management and monitoring of teaching are shared by all staff; the school knows itself well and has a clear picture of how it can improve further.

Partnerships with others are good, particularly in promoting pupils' well-being and their social and emotional development. Parents and carers say how pleased they are with the school and how welcome they are made to feel. The school works hard through courses and training opportunities to engage parents and carers so that they have an active role to play in their children's education. The school makes a good contribution to community cohesion. As a result, pupils' involvement with international communities is very good, although this has not been extended to provide them with first-hand experiences of pupils from different socio-economic, religious and cultural communities in Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Provision in the Early Years Foundation Stage is good. Most children begin with skills



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which are low and particularly in their speaking, listening and social skills. They make good progress in all areas of learning because teaching is good and staff pay close attention to providing children with time to investigate, explore and chat over what they discover. However, because of their low skills on entry, they are still below average, particularly in writing, when they move to Year 1. Well-planned indoor and outdoor learning environments develop children's social skills well. For instance, they confidently use digital cameras and happily snap pictures of one another at play. The pictures taken are subsequently used to recap on activities and stimulate conversation. Adults work hard to develop children's confidence and as they sing songs such as, 'One, two, three it's good to be me, I want the world to know it's good to be me,' their self-esteem and general well-being develop effectively. Digging, planting and cooking vegetables form part of children's experiences and help them understand the need for healthy lifestyles. The school has plans to improve outdoor provision further in order to provide children with more opportunities to develop their physical skills. There are good links with parents and carers and, as one parent says, 'Staff have helped me push myself to further education through courses held in school.' All adults are very attentive to ensuring that children are safe and all welfare requirements are met. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The vast majority of the 31 parents and carers who responded to the questionnaire are highly satisfied with the school and comment very positively about the quality of care, the impact of teaching and the overall provision in the school. Many positive comments were received by inspectors about how caring the school is and how much their children like school. Inspectors agree with these opinions.

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

Ofsted invited all the registered parents and carers of pupils registered at Netherton Moss 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	84	4	13	0	0	0	0
The school keeps my child safe	26	84	5	16	0	0	0	0
The school informs me about my child's progress	24	77	7	23	0	0	0	0
My child is making enough progress at this school	25	81	5	16	1	3	0	0
The teaching is good at this school	28	90	3	10	0	0	0	0
The school helps me to support my child's learning	23	74	8	26	0	0	0	0
The school helps my child to have a healthy lifestyle	22	71	9	29	0	0	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)	20	65	10	32	0	0	0	0
The school meets my child's particular needs	24	77	7	23	0	0	0	0
The school deals effectively with unacceptable behaviour	19	61	10	32	0	0	1	3
The school takes account of my suggestions and concerns	23	74	7	23	1	3	0	0
The school is led and managed effectively	25	81	6	19	0	0	0	0
Overall, I am happy with my child's experience at this school	27	87	4	13	0	0	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.**



14 December 2009

Dear Pupils

Inspection of Netherton Moss Primary School, Bootle, L30 3RU

I would like to thank you for the help you gave the team when we inspected your school. We especially enjoyed watching you in your Christmas plays and seeing how much you enjoy performing. Now I would like to share with you what the inspection found out about your school. It is a good school. These are some of the best things about it.

- You have lots of fun and enjoy learning while you play in the Nursery and Reception classes.
- All adults take good care of you and you told us that you feel safe in school.
- You are making good progress and reach average standards in English, mathematics and science by the time you leave.
- You behave well and have excellent knowledge of how to lead a healthy life.
- The school provides many exciting things for you to learn and several of these prepare you well for your future, for instance cooking the delicious 'tortilla de papas'.

To make the school even better, I have asked teachers to:

- give you more opportunities to improve the general presentation of your work
- work with parents and carers to reduce the number of children who miss all the fun at school because they are absent for so much of the time or who take holidays in term time
- broaden your experience of different people and religions by extending links in your local area.

I send you all my best wishes for the future and hope you all make the best of all that your school offers.

Yours faithfully

Mrs Clare Henderson

Lead inspector

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