

Freshfield Primary School

Inspection report

Unique Reference Number	104883
Local Authority	Sefton
Inspection number	336382
Inspection dates	5–6 October 2009
Reporting inspector	David Law

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Mr M Bennett
Headteacher	Mr Vin Osbaldeston
Date of previous school inspection	7 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at samples of pupils' books and the assessments teachers had made. The inspectors also looked at the school improvement plan and information from school self-evaluation. Inspectors received 65 parental questionnaires and spoke with parents in the playground. They looked at 94 questionnaires completed by pupils and 16 by staff.

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

- current evidence of pupils' achievement and in particular that of pupils with special educational needs and/or disabilities
- the quality of teaching and the curriculum in enabling pupils to learn and make progress
- the contribution of leadership to school improvement.

Information about the school

This is an average size school which has a unit for up to 10 pupils with special educational needs and/or disabilities. These pupils, all of whom have a statement of special educational need, are drawn from across the local authority. The number of pupils with special educational needs and/or disabilities, excluding those from the unit, is below average. The majority of pupils are from White British backgrounds and the proportion eligible for a free school meal is below average. A recently opened Children's Centre, managed by the governing body, occupies accommodation at the school and is subject to a separate inspection and report.

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?

1

The school's capacity for sustained improvement

1

Main findings

Freshfield is an outstanding school with an exceedingly happy ethos that enables all pupils to succeed. Pupils are exceptionally proud of their achievements, eager to take responsibility and acquire a real joy of learning. Their extremely positive attitudes enable them to make outstanding progress. Support for those with special educational needs and/or disabilities is exemplary, both in the unit and across the school. All pupils have a great sense of belonging to the school community and learn to be tolerant of the needs of others. Highly effective teamwork amongst staff is underpinned by a powerful commitment to pupils' achievement and personal development. Teachers' excellent knowledge of each pupil ensures that provision is tailored to individual needs. Barriers to learning are spotted early and effective steps taken to remove them.

Outstanding leadership at all levels provides clear direction and promotes a strong desire for each pupil to do well. Highly effective links with a wide range of partners support pupils' learning and promote their well-being. Lively teaching engages pupils and the pace of learning is brisk. An exceptionally well planned curriculum, rich in first-hand experiences, is highly motivating and makes pupils curious to learn more. They are able to think deeply about the experiences of others, but the school recognises the need to increase opportunities for them to learn more about the diversity of culture in Britain. The school has very effectively addressed the one recommendation from the previous inspection and shows an outstanding capacity to sustain improvement. School leaders involve everyone in purposeful self-evaluation, perceptively identify areas for improvement and monitor the impact of the actions taken. The ability of senior leaders to assess pupils' progress and use the information to improve learning is highly effective. Parents are very appreciative of what the school provides. One summed it up by saying 'our children experience a rich school life in an environment where they feel safe and have a voice.'

What does the school need to do to improve further?

- Develop pupils' understanding of the cultural diversity of Britain by providing further opportunities to engage with other communities.

Outcomes for individuals and groups of pupils

1

Pupils' behaviour is outstanding and is a significant factor in their successful learning. They work and play exceptionally well together and show excellent concentration in lessons. Achievement is outstanding. In the classroom, inspectors saw that all groups,

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including those with special educational needs and/or disabilities, make outstanding progress. By the end of Key Stage 2, attainment is above average and performance in 2009 continues a trend of improvement. Pupils in Year 6 are firmly on course to meet very challenging targets and a majority are on track to reach the higher levels of attainment. Pupils successfully develop the skills needed for future economic well-being as they thoughtfully apply their reading and number skills to solve problems, often through excellent group discussions. Attendance is above average. Pupils use their knowledge of how to live a healthy life by enthusiastically taking part in exercise and by eating a healthy diet. They are very keen to take responsibility within the school community, for example, through the school council. At one assembly, inspectors saw how proud new members of the council were to accept their role. As their election to office was announced all pupils burst into spontaneous applause to express their congratulation. Spiritual, moral, social and cultural development is outstanding, but the school has identified that it could provide pupils with further first-hand experience of different cultures in Britain today.

These are the grades for pupils' outcomes

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

How effective is the provision?

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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Outstanding teaching helps pupils to make outstanding progress and provides many vibrant and exciting opportunities for them to learn. In one lesson, pupils rapidly gained an understanding of how to solve money problems as the teacher took the role of 'Del Boy' and used the interactive whiteboard to generate solutions. Assessment is used exceptionally well to plan learning that meets pupils' individual needs. A loyal and highly effective team of teaching assistants is adept in supporting pupils' learning at the right moment. An outstanding curriculum makes a strong contribution to pupils' development and well-being. It is enriched by a wide range of activities often provided through partnership. For example, pupils take part with tremendous enthusiasm in sessions led by specialist sports coaches. Care, guidance and support is outstanding and well targeted because pupils are known as individuals. Excellent induction, for example, for pupils with special needs and/or disabilities moving into the unit, and effective links with external agencies, provides exceedingly well for the more vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers inspire high expectations and show a powerful drive for sustained success. They are conspicuously successful in securing a strong commitment to pupils' achievement from every member of the school community. Performance is rigorously monitored and information used to implement sharply focussed plans for improvement. Meticulous attention is paid to the quality of teaching and learning to meet the needs of all pupils. Their progress is checked thoroughly and provision astutely adjusted where needed. For example, improved provision for the more-able is enabling them to reach higher levels. The headteacher's clear vision secures the enthusiasm of all staff. The leadership team displays energy, tenacity and an ability to reflect on practice and manage its improvement. For example, innovation in designing the curriculum has enabled pupils to apply key skills and link together different aspects of their learning. An outstanding governing body dedicates itself to the school and challenges it to improve through its clear strategic view. The school is highly effective in tackling discrimination so that every pupil has equal opportunity to achieve. Safeguarding procedures are outstanding and pupils have a strong understanding of how to keep safe. The school promotes community cohesion exceptionally well with highly effective strategies to engage the immediate community and that further afield. For example, the school has extensive links with Spain and Ghana.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The attainment of children on entry to the Nursery is broadly in line with expectations for their age. Relationships in the Nursery and Reception classes are excellent and children are happy learners who show tremendous interest in what they do. Excellent use is made of the outstanding outdoor provision. Adults skilfully develop children's curiosity and desire for learning and children select activities for themselves with increasing independence. Children feel entirely safe and approach adults with confidence because provision for their welfare and opportunities for social and emotional development are outstanding. All adults have a thorough knowledge of the children and make accurate assessments to plan exciting learning. The Early Years Foundation Stage team work exceptionally well together and outstanding leadership and management ensure a clear focus on promoting learning and well-being. Links with parents and carers are excellent and robust arrangements are in place to keep children safe. One parent said 'I could not have hoped for a better start to my son's education.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Parents are highly supportive and feel confident that they can approach staff with any issues. They greatly appreciate the outstanding care, guidance and support provided for their children. Many commented on the exciting and interesting opportunities available through the curriculum. They recognise and value the commitment of staff. A significant number said how fortunate they felt to have such an outstanding school serving the community. One summed it up by saying 'the school shines in academic and sporting achievements and, along with nurturing budding musicians and actors, definitely deserves to be outstanding again.' Inspectors agree.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Freshfield 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	93	8	7	0	0	0	0
The school keeps my child safe	110	96	4	4	0	0	0	0
The school informs me about my child's progress	86	75	29	25	0	0	0	0
My child is making enough progress at this school	90	80	20	18	1	1	0	0
The teaching is good at this school	97	85	15	13	1	1	0	0
The school helps me to support my child's learning	93	81	22	19	0	0	0	0
The school helps my child to have a healthy lifestyle	107	94	7	6	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)	94	85	15	14	0	0	0	0
The school meets my child's particular needs	103	92	8	7	0	0	0	0
The school deals effectively with unacceptable behaviour	83	75	20	18	2	2	0	0
The school takes account of my suggestions and concerns	83	75	26	23	0	0	0	0
The school is led and managed effectively	92	82	17	15	0	0	0	0
Overall, I am happy with my child's experience at this school	100	88	14	12	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">■ 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.



Inspection of Freshfield Primary School, Liverpool, L37 3JT

The other inspectors and I enjoyed our recent visit to your school and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us. Your school is providing you with an outstanding education. You told us that you feel entirely safe in school. One of you said 'my school is a safe and healthy place, the behaviour is up to standard and I enjoy coming.' We agree and were impressed by your excellent behaviour. Your understanding of the importance of healthy eating is outstanding. You are very proud of your achievements, enjoy learning very much and say it is fun. In lessons you always try your best. This helps you to make outstanding progress in your learning.

The teachers and other adults take excellent care of you and the teaching and curriculum is outstanding. You have many exciting things to do and visit interesting places – some of you had been to the Lake District just before we came to inspect the school. We were pleased to see you know your personal targets. The leadership and management of your school are outstanding. All the adults work as a team and are keen for you to do well. We have only one recommendation to help you improve. We think you should have even more opportunities to learn about other cultures in Britain today. The headteacher and staff agree and already have plans for this.

I hope you will play your part in helping to achieve and sustain this improvement. You can do this by continuing to work hard to achieve your targets.

Best wishes for the future

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