

# Kirkdale St Lawrence CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	132176
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	341300
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Graham Martin

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev M Griffin
<b>Headteacher</b>	Ms Jennifer Forshaw
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Fonthill Road Liverpool Merseyside L4 1QD
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed nine teachers in 12 lessons. They also held meetings with governors, staff, groups of pupils and local authority partners. The inspectors observed other aspects of the school's work; looked at a range of evidence including policies, the school improvement plan, pupils' work, the school's assessments and records of pupils' progress and attainment. They also analysed 32 questionnaires returned by parents and carers.

- the impact of work to improve children's speaking and listening skills in the Early Years Foundation Stage
- the learning and progress of pupils in English from Years 1 to 6
- the effectiveness of the school's actions to improve attendance
- the inclusion of pupils with special educational needs and/or disabilities in lessons.

## Information about the school

This is an average size school. The proportion of pupils known to be eligible for a free school meal is much greater than the national average. So too is the proportion of pupils who have special educational needs and/or disabilities. Pupils are from mainly White British backgrounds but a small proportion is from a range of minority ethnic backgrounds and a few have English as an additional language. The school has a Healthy Schools Award and the Artsmark Silver Award.

**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

Pupils' receive a satisfactory education at Kirkdale St. Lawrence Primary School. Their good behaviour and positive attitudes to learning are the result of successful work by school leaders. These are beginning to have a favourable impact on pupils' learning and their progress. Many children start school with well below average skills and make satisfactory progress. Overall, standards in mathematics are a little below average, while in English they are below average, largely due to well below average standards in writing. Progress in the Nursery and Reception classes is satisfactory, although the children's speaking skills especially, remain low when they enter Key Stage 1. This disadvantages them in developing their vocabulary in order to help their writing skills. Although the attendance of most pupils is satisfactory, some have poor attendance. Overall, attendance is below average.

Pupils' emotional well-being thrives on the caring support that adults provide. The school has good safeguarding procedures and pupils feel safe. Parents agree that their children are well cared for and safe, commenting that the adults help their children well. Pupils' social and moral development is good, as seen in their interest in learning and in their polite, considerate and respectful relationships with adults and with each other. Their spiritual and cultural development is satisfactory. The curriculum provides satisfactory opportunities for pupils to develop their interests and engage positively with learning. Pupils' positive attitudes to learning are most evident in lessons where increasingly, though not yet consistently enough, teachers keep pupils' targets in mind when marking their work and refer to these targets when marking pupils' writing in other subjects.

Systems for assessing pupils' learning have been strengthened recently, the result of effective leadership. Assessment is currently satisfactory because as yet not all teachers are fully trained in its use. Increasingly accurate assessments are helping school leaders to check year-on-year progress. This information is enabling school leaders to identify good practice in teaching and assessment and share this across the school. This is raising the quality of teaching, including in writing.

Self-evaluation is accurate and the direction provided by senior leaders gives the school a sense of purpose. New tracking of pupils' progress is raising teachers' expectations. Regular reviews of learning for each year group ensure that all teachers are accountable for consistent progress. The impact of this recent work is steadily impacting on standards at the end of Key Stage 2, more so in mathematics than in writing. The role of middle leaders is still to be fully developed to ensure that they fully embed the new systems and become more accountable for checking on the impact of their work. Nevertheless, the school has a clear picture of the way ahead and has satisfactory

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capacity to improve.

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

- Raise standards in English, particularly in writing, by:
  - - improving speaking and listening skills across the school to enhance pupils' vocabulary for writing
  - - ensuring that marking evaluates pupils' writing against their targets
  - - incorporating writing targets into other subjects so that pupils apply their English skills across the curriculum.
- Improve attendance, by:
  - - ensuring that pupils with the poorest attendance are provided with support that will enable them to attend more
  - - establishing positive partnerships with families who need support to ensure that their children improve their attendance
  - - continuing to develop the good initiatives set up by learning mentors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Most pupils enjoy their learning. They make satisfactory progress overall, although their progress in writing is weaker than in reading and mathematics.

When they start school, children's skills vary but are overall well below average.

Although children make satisfactory progress in the Nursery and Reception they do not reach the expected level when they enter Key Stage 1. Pupils continue to make satisfactory progress as they move through the school. At the end of Key Stage 2, standards are below average in reading and mathematics but are moving closer to the average. However, standards in writing are well below average. Pupils' work in books and in displays confirms that their progress in lessons is satisfactory. Results in national tests are rising and in 2009, pupils were below average overall, Pupils did not make enough progress in writing. The school has now put in place strategies, including booster classes and other interventions, to promote better writing skills. The school's progress tracking data and pupils' work indicate that currently Year 6 pupils are on track to meet the school's targets and achieve standards above those achieved last year. Pupils with special educational needs and/or disabilities make similar progress to their peers because they receive constructive individual support from teachers and teaching assistants.

Pupils are courteous and respectful to adults and to each other. They know right from wrong and their spiritual and wider cultural understanding is satisfactory. Pupils say they feel safe and recall important messages about personal safety from emergency service personnel and other visitors. Pupils are successful in developing healthy attitudes; they eagerly enjoy sport, but have yet to secure an awareness of a healthy diet. Older pupils

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carry out duties responsibly and take part in the local Children's Parliament, though younger pupils would welcome more responsibilities. Pupils' contribution to the wider community is satisfactory; they actively support charities but other contributions could be further developed. They participate in decision making and are developing a stronger voice in school matters through the work of the school council. Pupils' basic skills are developed satisfactorily, but some have poor attendance. Teachers encourage pupils to establish effective working partnerships by planning ideas and solutions collaboratively, giving them a sound preparation for the next stage of education.

*These are the grades for pupils' outcomes*

<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	3
<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>3</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching is satisfactory overall. In lessons where teachers share the expected learning outcomes clearly with pupils, the work is challenging, well matched to the needs of all pupils and teaching and learning are good. A variety of resources and activities that capture pupils' interests helps them to make good progress. In the good lessons observed, activities such as role play, drama and partner discussions help to improve pupils' communication and writing skills so they make good progress. However, this

<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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good practice is not yet consistent throughout the school or across subjects. In some lessons, teachers' expectations are not always clear and pupils do not then rise to the challenge, producing work that shows only satisfactory progress.

The marking of work is satisfactory. While there are examples of very helpful marking in some classes, not all pupils are given guidance that clearly explains if their writing has achieved the targets set for them and English targets are not referred to when marking writing in other subjects. The curriculum is broad and balanced and meets pupils' needs satisfactorily. Recent developments are making the curriculum more relevant and skills-based. This is beginning to accelerate pupils' progress in some lessons and increase their enjoyment of learning. As yet this approach is not consistent across the school, which partly explains why there is variation in the quality of teaching, learning and progress between classes. A variety of activities, including a range of different sports, art, drama and music workshops and extra classes to improve pupils' literacy and numeracy skills all help to enrich the curriculum.

Staff provide pupils with good care, which promotes their moral and social development well. Learning mentors provide effective and determined support for pupils and the families of those who have poor attendance, which is starting to improve. They also mentor those that are new to the school well, giving them a warm welcome that helps them to settle in quickly. Pupils with special educational needs and/or disabilities are given effective support. The school works well with outside agencies to provide vulnerable pupils with specialist help and guidance if it is needed.

*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?**

Senior leaders and the governing body drive improvement and communicate their vision for the school to staff and pupils. Self-evaluation is leading to the correct priorities and subsequent actions result in improvements, for example, in the use of more accurate assessment to check on whether pupils are making enough progress. More impact can be seen in reading and mathematics, but current initiatives are also starting to reap benefits in writing. However, many of these initiatives have only been put in place recently. They have yet to be refined, developed and implemented consistently by middle leaders to become embedded in the school's work.

Good local partnerships, through which school leaders share expertise and good practice, are beginning to accelerate improvement. The governing body supports the

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school and understand its strengths and weaknesses. It is increasingly involved in determining the school's strategic direction and evaluating its work. Financial management is secure. Safeguarding procedures are good and fully meet requirements. All staff are suitably trained in safeguarding children. School leaders make detailed checks to ensure the suitability of staff to work with children and pupils of this age. School leaders have taken some steps to improve parents' and carers' involvement in learning, but more could be done to engage with them when their children start in the Nursery and Reception classes. The school has positive links with its local community; overall community cohesion is satisfactory, but the school is only just beginning to develop wider partnerships, such as links with other schools in this country and internationally. The talents of all individuals are valued and developed. However, equality of opportunity is only satisfactory because, while progress in some classes is good, the progress pupils make is not yet consistently better than satisfactory across all key stages.

*These are the grades for leadership and management*

<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>3</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 enter the Early Years Foundation Stage with skills that vary but overall are below expectations for their age. They make good progress in their personal and social skills and their emotional development is secure. They learn well how to relate to and cooperate with others and understand their needs. They make satisfactory progress in all the other areas of their learning although they do not reach the expected level by the time they join Year 1. Progress in their speaking and listening skills is satisfactory, but children do not acquire a rich enough vocabulary to enhance their writing skills. Most



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children display a willingness to be independent. Their choices of activity are limited by the restricted access to the outdoor learning area. Plans are in place to address this aspect of the school's provision. The children are eager learners who enjoy what they do. For example, the Nursery children explored a sequence of numbers and some could name each number in the correct order.

There is satisfactory team work among the adults; they have a sound knowledge of children's needs and progress. Children feel safe and their personal and social needs are met. Adults are adept at promoting children's positive learning attitudes. Teachers' planning for children's learning is satisfactory and based on regular assessments. There are satisfactory links with parents and carers, though not enough is done to encourage parents who may feel uneasy about their involvement in school life. The children receive a good induction into the Nursery and settle well into school. Leadership and management are satisfactory, focused on ensuring the children's welfare and taking steps to improve the provision to accelerate the children's progress.

*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 proportion of parents and carers who returned the inspection questionnaire was low. Those who replied have overwhelmingly positive views of the school and how well it cares for their children. The great majority said that their children are kept safe and enjoy learning. A tiny minority of parents and carers had concerns about hazards for the youngest children. Inspectors pointed out to staff one small item of minimal risk to the youngest children, but found that the school's procedures for safeguarding children and pupils are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Kirkdale St Lawrence CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	56	14	44	0	0	0	0
The school keeps my child safe	12	38	14	44	3	9	2	6
The school informs me about my child's progress	10	31	22	69	0	0	0	0
My child is making enough progress at this school	12	38	20	63	0	0	0	0
The teaching is good at this school	11	34	19	59	0	0	2	6
The school helps me to support my child's learning	13	41	19	59	0	0	0	0
The school helps my child to have a healthy lifestyle	10	31	18	56	2	6	2	6
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)	10	31	19	59	1	3	0	0
The school meets my child's particular needs	11	34	20	63	0	0	0	0
The school deals effectively with unacceptable behaviour	7	22	20	63	3	9	0	0
The school takes account of my suggestions and concerns	6	19	23	72	0	0	0	0
The school is led and managed effectively	12	38	19	59	0	0	0	0
Overall, I am happy with my child's experience at this school	13	41	17	53	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

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.**



29 April 2010

Dear Pupils

Inspection of Kirkdale St Lawrence CofE Primary School, Liverpool, L4 1QD

Thank you for making us so welcome when we came to inspect your school. We enjoyed talking with you to find out how well you think you are learning and what you liked about school. We particularly enjoyed seeing how actively you enjoy taking part in sports.

These are some of the things we have said about your school in our report.

- You behave well in school, you enjoy learning and make satisfactory progress. We agree with your view that you feel safe.
- Your school is a satisfactory and improving school.
- The curriculum you follow is satisfactory and teachers are beginning to improve the opportunities you have to learn from interesting lessons.
- You are cared for well and you told us that you trust the adults to help you if you are worried about anything.

To improve your school, we have asked your headteacher, your teachers and the school governors to :

- help you reach higher standards in English by improving your writing
- ensure that your teachers give you the guidance that will help you to make good progress in all classes as you move through the school
- improve the attendance of children who have too many unexplained absences.

Our inspection found that you are keen to learn and your teachers are keen to help you make better progress. You can help your school to become better by continuing to enjoy your learning and behaving well.

Yours sincerely,

Mr Graham Martin

Lead Inspector

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