

Ranworth Square Primary School

Inspection report

Unique Reference Number	104571
Local Authority	Liverpool
Inspection number	342857
Inspection dates	16–17 June 2010
Reporting inspector	Angela Headon HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Mr C Jervis
Headteacher	Mrs E Owen
Date of previous school inspection	24 March 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed nine lessons and provision in the Early Years Foundation Stage; eight teachers were seen. Meetings were held with senior and middle leaders, teachers and support staff, groups of pupils, two governors including the chair and a representative from the local authority. Inspectors observed the school's work and scrutinised documents including the school's self-evaluation, assessment information and records of lesson observations. In addition, 13 questionnaires from parents and carers and those returned by staff and pupils were analysed.

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

- the attainment, learning and progress of pupils, particularly boys, with a focus on consistency between classes, subjects and key stages
- progress in lessons; how well teaching is informed by assessment information and targets, activities are matched to pupils' different learning needs and to what extent pupils are involved in their own learning
- the impact of care, guidance and support on improving all Every Child Matters outcomes and attendance
- the quality of leadership at all levels, particularly the impact of monitoring procedures on improving outcomes and ensuring equality of opportunity for all pupils.

Information about the school

Ranworth Square is a full service extended school and has achieved awards including Investors in People, the Activemark and Healthy Schools status. Few pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well above the national average as is the percentage of pupils with special educational needs and/or disabilities. The level of pupil mobility is high.

At its previous inspection in March 2009, the school was judged to require a notice to improve.

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

2

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Ranworth Square Primary School is a satisfactory and improving school. Since the previous inspection, improvements are evident in the effectiveness of leadership and management, the provision for care, guidance and support and most notably the quality of teaching. As a result, pupils are now making satisfactory progress overall and attainment has started to rise.

School leaders and staff have worked hard to improve the quality of teaching. With a clear focus on improving pupils' outcomes, they have managed staff changes, rigorously, monitored the quality of lessons and provided all classroom personnel with a range of professional development opportunities. To support this work, the school has introduced a more robust system to track pupils' attainment and to identify where intervention is required. School leaders recognise, however, that pupils' progress across key stages, classes and groups remains uneven across the school and better use of assessment strategies in lessons is required to secure greater consistency. This variation is also reflected in the difference predicted in attainment between English and mathematics at both expected and higher levels for both Year 6 and Year 2 in 2010.

Pupils have positive attitudes to learning and relationships between adults and pupils are good. Pupils report that they enjoy school; this view is supported by the very large majority of parents and carers who returned the questionnaires. Strong pastoral support ensures all pupils are well cared for, particularly those who join the school other than at the usual times and those whose circumstances make them vulnerable.

The headteacher and deputy headteacher are effectively demonstrating clear leadership, with a determination to improve the school further. Senior and middle leaders are making a good contribution to driving the school forward. Together, they have an accurate understanding of what has been achieved and what yet needs to be done to secure better academic outcomes for pupils. This, together with measurable improvements in all areas highlighted at the previous inspection, shows the school has good capacity for sustained improvement. The school's work, through regular reviews, is effectively challenged by the governing body and the school now provides satisfactory value for money.

What does the school need to do to improve further?

- Maintain the focus on improving teaching and increase the proportion of good and

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outstanding lessons by:

- using assessment information more precisely in lessons to tailor activities to meet the needs of individual pupils
- using questioning more effectively to check pupils' progress and ensure good levels of challenge.
- Raise attainment in English and mathematics by closing the gaps in performance between different groups to enable the majority of pupils to make at least good progress.
- 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 have a good awareness of how to be healthy and have the opportunity to participate in health awareness programmes and activities, including swimming. Pupils are able to take on extra responsibilities and their good work within the school and wider community is evident in a range of events which include, for example, the school choir and the school council.

Pupils report that they feel safe in school; they are considerate, work well together and are keen to do well. Their spiritual, moral, social and cultural understanding is satisfactory. Improved achievement in basic skills and a significant increase in overall attendance are helping to ensure that pupils are better prepared for future life.

From below average starting points, pupils make satisfactory progress overall. There is evidence of better progress for some age, gender and ability groups; however, this is not yet consistent between or within classes and, therefore, all pupils are not yet able to maintain the good progress secured in the Early Years Foundation Stage. Nonetheless, the quality of learning in lessons has improved significantly; progress is accelerating and pupils' previous underachievement is being addressed. In lessons, pupils make good gains in their learning when assessment strategies are used well and pupils are given opportunities to discuss and explain their thinking.

The rigorous analysis of attainment data collected at regular intervals ensures pupils are suitably targeted for support and intervention. Pupils with special educational needs and/or disabilities make satisfactory progress overall, with the greatest gains evident in Year 5.

These are the grades for pupils' outcomes

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

How effective is the provision?

The school has maintained a broad range of planned curriculum experiences for pupils, while providing a strong focus on improving levels of literacy and numeracy. A full range of enrichment activities including visits and extra-curricular activities, alongside partnership work with other schools has helped to support and enhance pupils' academic and personal development.

Parents and carers who returned the questionnaire report that the school keeps their children safe and recognises their individual needs. Adults know pupils well and the school provides a caring and supportive environment for all. Intervention activities, including work with external personnel, is particularly effective for those pupils with specific pastoral and/or educational needs, including those with special educational needs and/or disabilities. The school's well-targeted actions, including the work of the learning mentor, have resulted in significant improvements in attendance.

In lessons, the quality of teaching is good overall, with teachers and teaching assistants working effectively as a team to secure improved progress for pupils.

Planning indicates tasks for different ability groups and teachers expect and encourage pupils to do their best. With clear explanation of learning objectives and interesting activities, teachers ensure lessons are engaging and pupils understand what they are learning. In the best lessons, progress towards learning objectives is regularly checked to ensure that pupils have every opportunity to extend their thinking and learning further. The school recognises that a sharper use of assessment in the classroom is now required to tackle the variation in pupils' progress and secure further improvements in attainment. Teachers mark pupils' work well and pupils report that the 'two stars and a

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wish' comments help them improve further.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher, with complementary skills, have provided a clear, effective lead and are ensuring that the school is moving forward at pace. In this, they are well supported by senior and middle leaders who, together with staff, have played a full part in improving academic outcomes for pupils. Actions to strengthen the quality of teaching and the school's assessment information have been successfully implemented across the school.

Arrangements to check the quality of teaching and pupils' progress are rigorous and thorough. There is a regular cycle of lesson observations, planning and workbook scrutiny and 'pupil progress' meetings. The school sets challenging targets for all pupils and equality of opportunity is actively promoted, although the school recognises there is more to do to eliminate the variation in pupils' performance.

Self-evaluation is secure and, consequently, leaders are aware where further work is required to improve provision and pupils' outcomes. Whole-school planning is comprehensive with measurable success criteria; subject leaders' growing confidence and active contribution is helping to strengthen the school's leadership capacity.

Work to promote community cohesion is based on an accurate understanding of the school and wider community, with examples of involvement with schools nationally and further afield. The school's partnership arrangements, particularly with schools and external agencies, make a satisfactory contribution to the school's work, particularly in supporting pupils with additional learning needs.

Safeguarding procedures, including child protection arrangements and required staff checks, are fully in place. Governors now rigorously monitor all aspects of the school's work, including the areas requiring improvement from the previous inspection.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills and knowledge which are varied, but generally below those typical for their age. They make a good start to school life in the Early Years Foundation Stage and achieve consistently well.

Adults work well together and ensure there is a good balance of adult and child-initiated activities which invite children's interests. Children are encouraged to explore and be active learners and this contributes to their developing confidence and independence.

The area is well led and managed. Observation and assessment are used very well to plan purposeful activities which meet individual children's needs and interests; personalised learning is actively promoted. Children's next steps are identified and their achievements are recorded in informative pictorial records which are shared with parents and carers, who are positive about the education and care that their children receive. Good attention is paid to welfare requirements, with effective support for those children with additional needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Approximately 10% of parents and carers returned completed questionnaires. Of these,

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all were positive about their children's experience at school, including how the school kept their children safe, dealt with unacceptable behaviour and ensured that their children made enough progress. A very small minority expressed concerns about how the school supports their children's learning. Inspectors investigated this aspect of the school's work and their judgements are reflected in appropriate sections of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ranworth Square 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 13 completed questionnaires by the end of the on-site inspection. In total, there are 128 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	77	1	8	0	0	0	0
The school keeps my child safe	11	85	2	15	0	0	0	0
The school informs me about my child's progress	10	77	3	23	0	0	0	0
My child is making enough progress at this school	8	62	4	31	0	0	0	0
The teaching is good at this school	9	69	3	23	0	0	0	0
The school helps me to support my child's learning	8	62	4	31	1	8	0	0
The school helps my child to have a healthy lifestyle	8	62	5	38	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)	7	54	4	31	0	0	0	0
The school meets my child's particular needs	8	62	5	38	0	0	0	0
The school deals effectively with unacceptable behaviour	8	62	5	38	0	0	0	0
The school takes account of my suggestions and concerns	8	62	5	38	0	0	0	0
The school is led and managed effectively	7	54	5	38	0	0	0	0
Overall, I am happy with my child's experience at this school	8	62	5	38	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). 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">■ 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.



18 June 2010

Dear Pupils

Inspection of Ranworth Square Primary School, Liverpool, L11 3DQ

Thank you for the warm welcome which you gave to inspectors during our recent visit to your school. We were impressed with your good behaviour and enjoyed talking to you in lessons, in meetings and during your social times. Thank you for also completing the questionnaires; these were very helpful.

You told us that you enjoyed school and that adults take good care of you. You particularly liked lessons which 'make learning fun' and visits to interesting places.

Your school has improved since the last inspection. We found that teaching is good overall and your attendance has increased; these improvements are helping you to make better progress in your lessons.

However, although your school is a satisfactory and improving school, we know it wants to be even better. School leaders agreed with us on what should happen next to improve further. This included making sure that assessment information is used well in lessons so you are able to make good or better progress throughout your time at the school.

We hope you continue to enjoy your time at school and wish you every future success.

Yours sincerely

Angela Headon

Her Majesty's Inspector

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