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Mrs Coleen Hibbard
New Brighton Primary School
Vaughan Road
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Dear Mrs Hibbard

Ofsted monitoring of Grade 3 schools

Thank you for the help you and your staff gave when I inspected your school on 17 March 2010, for the time you gave to our phone discussions and for the information you provided before and during my visit. Please also pass on my thanks to the pupils, the Chair of Governors and the local authority representative who attended meetings at very short notice.

The school has appointed four new teachers since the last inspection and has changed the structure of the leadership team to include an acting deputy headteacher and four 'band leaders' for each stage of learning throughout the school.

As a result of the inspection on 10–11 April 2008, the school was asked to:

- Raise achievement.
- Improve the quality of teaching.
- Increase pupils' confidence and independence as learners.
- Improve the outdoor curriculum, particularly in the Early Years Foundation Stage.
- In driving more rapid improvement, make better use of the outcomes of data analysis and monitoring activities in evaluating the impact of actions taken.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.



Pupils' achievement is now improving throughout the school. Children start school with skills and knowledge that are typical for three-year-olds. In the 2009 end of Key Stage 2 national tests, standards attained by pupils improved and were broadly average in English, mathematics and science. Evidence from lesson observations and pupils' workbooks shows that they are now making improved progress due to better teaching and, consequently, standards are rising, particularly in Key Stage 2. Inspectors found that some pupils still do not reach the higher levels of which they are capable. The school has already recognised this and changed aspects of its provision to drive up the standards achieved by more-able pupils. Pupils' handwriting has improved since the last inspection but the presentation of their work is variable in some classes.

The quality of teaching has improved considerably since the last inspection. As a result, pupils are engaged in interesting activities and enjoy opportunities for focused discussion in pairs to improve their learning. Resources are generally used to good effect. For example, interactive whiteboards were used effectively to stimulate purposeful and imaginative talk which improved pupils' writing. Teachers provide good-quality oral feedback so pupils know how to improve their responses in lessons and any misconceptions are addressed quickly. Relationships are strong and pupils respond well to the challenges offered. Teachers now routinely use information from evaluations and assessments to plan lessons effectively to meet the range of pupils' needs.

Pupils' confidence and independence as learners has improved since the last inspection. This is evident in the way pupils use the good-quality displays in their classrooms to provide them with up-to-date and relevant information to aid their learning. In addition, all pupils questioned by inspectors knew their personal learning targets. In all classes, pupils have personal target cards. They regularly check their targets and are consequently well-informed about the next steps they should take in their learning. Teachers' marking in pupils' workbooks has improved and often encourages pupils to consider how to improve their work. Pupils are now active and busy and routinely review their learning in each lesson.

The outdoor curriculum in the Early Years Foundation Stage has improved considerably. Children now use the large-scale equipment well and play creatively and imaginatively outdoors. They cooperate well and demonstrate improved personal skills in the redeveloped and improved outdoor environment. These improvements have had a positive impact on standards and progress in the Nursery and Reception classes.

The school makes better use of the outcomes of data analysis and monitoring activities in evaluating the impact of actions taken. Rigorous monitoring procedures ensure that school data and information are used more effectively to evaluate and improve the provision. Action plans are consequently more precise and are standardised throughout the school so they are of consistent high quality. The use of data is more accurate on the whole but in one or two cases assessments are too harsh and do not reflect the work in pupils' workbooks or in lesson observations. Senior leaders are aware of this and are working hard to ensure that assessments are increasingly accurate.

There has been a determined and effective focus on improvement by all leaders and managers, including the governing body, particularly in the last 12 months. Interventions to improve teachers' practice or to tackle any underachievement are now swift and effective. Strong leadership from the headteacher has developed the new middle leaders' roles well and they now work effectively to monitor performance rigorously and address issues of concern as they arise. All teachers are now held to account for the progress of pupils in their classes. Leaders are reflective, enthusiastic and have clear direction which contributes well to the improvements to the provision. The school makes good use of the available support from the local authority to improve teaching and raise standards and ensures that training opportunities contribute to improving outcomes.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Liam Trippier
Her Majesty's Inspector