

# Kirkby CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	104448
<b>Local Authority</b>	Knowsley
<b>Inspection number</b>	355585
<b>Inspection dates</b>	13–14 September 2010
<b>Reporting inspector</b>	Diane Auton

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev T Stratford
<b>Headteacher</b>	Ms M Hindmarsh
<b>Date of previous school inspection</b>	13 December 2007
<b>School address</b>	Hall Lane Kirkby Liverpool L32 1TZ
<b>Telephone number</b>	0151 4778510
<b>Fax number</b>	0151 4778511
<b>Email address</b>	kirkbyce.de@knowsley.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 13 teachers in classrooms. They held meetings with governors, staff, groups of pupils, parents and carers. They observed the school's work and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records and pupils' work. They reviewed information provided by parents and carers in 107 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

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

- The standards attained by pupils in 2010; the rate and continuity of the progress pupils make across the school, especially in English and whether they are on track to reach or exceed nationally expected standards by the end of Key Stage 2.
- How effectively teaching and the curriculum build on pupils' skills, year-on-year and across the key stages.
- How well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

## Information about the school

This school is larger than the average-sized primary school. It serves part of a large urban residential estate. The proportion of pupils known to be eligible for free school meals is slightly above average. The proportion with special educational needs and/or disabilities is above average. Most pupils are from White British backgrounds, with a very small proportion from other heritages. The school shares its site with a children's centre, which provides extended care for pupils both before and after school. The centre is subject to a separate inspection from Ofsted.

Since its last inspection, the school has gained a Gold Artsmark 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

The school provides a satisfactory standard of education for its pupils. It is inclusive and caring with a strong base in its community. This is reflected in the very positive views expressed by parents, carers, pupils and staff during the inspection.

During the last academic year the school worked with the support of its local authority to tackle issues relating to low and declining levels of attainment in English and to improve pupils' writing in particular. Attainment has started to rise so that, from below average starting points on entry to Key Stage 1, most pupils make satisfactory progress and go on to reach average levels of academic standards by the end of Key Stage 2. Leaders are aware that there is more to be done to sustain and build on this improvement so that the pupils' progress may accelerate further and standards continue to rise.

Pupils in Key Stages 1 and 2 have individual progress targets, which they understand well and which are shared with their parents and carers. Their progress in English and mathematics is carefully tracked and is reviewed each term. Although these are positive developments, the school is not yet making sufficient use of the information it gains from its reviews to help it to plan with maximum strategic effect. The actions to raise attainment and progress that are set out in the school development plan are well chosen. However, the criteria against which their success should be measured are not precise enough and this means that the school's picture of its effectiveness is not sufficiently detailed or clear. Although the quality of teaching was good in most of the lessons seen, with some effective new strategies now in use, there is a small amount of teaching that is only satisfactory. Leaders understand that current monitoring practice, although conscientious, needs to be reviewed and sharpened to ensure consistently effective provision. The quality of marking in pupils' books is not consistent, so they are not always given the advice they need on how to improve their work.

There is a strong team ethos, with staff and governors sharing a focus on improvement and a resolve to take the school forward. Ongoing improvements in monitoring and review mean that the school's self-evaluation is realistic and is mostly accurate. The Early Years Foundation Stage is particularly effective and gets children's education off to a flying start. All of these factors mean that the school has a satisfactory capacity for continued improvement.

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

- Reinforce the drive to raise standards and improve progress in Key Stages 1 and 2 by:

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- ensuring, through rigorous and effective monitoring, that teaching is consistently good or better
- ensuring that marking in pupils' books is of consistently high quality, so that they are always given the guidance they need to improve their work.
- Set out precise success criteria in the school development plan for actions to improve standards and progress, so that their impact can be measured accurately.
- Ensure that information about pupils' progress is used more effectively throughout the year by producing a concise summary report each term for staff and governors to:
  - provide an improved overview of progress across year groups and subjects
  - inform an ongoing review of the impact of teaching strategies that are in use.
- Up to 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' attitudes to school are positive. In most lessons they show interest in their work and are responsive learners. They enjoy opportunities to work with a partner or in groups and this is helping them to develop their thinking and to offer their ideas with growing confidence. From below average starting points on entry to Year 1, pupils make satisfactory progress and their overall achievement is satisfactory. Results in 2009 for reading, writing and mathematics showed pupils made uneven progress across subjects and year groups; it was slowest in writing. Standards in English at the end of Key Stage 2 were average in 2010. This represents a considerable improvement on the previous year, when they had been very low. Standards in mathematics are broadly average. The school is continuing its efforts to ensure that remaining inconsistencies between year groups and subject areas are ironed out and that its expectations for all pupils are appropriately challenging. The progress and attainment of pupils with special educational needs and/or disabilities is in line with that of their peers, as a result of the supportive provision the school makes for them.

Pupils show a good understanding of issues relating to healthy living and personal safety. They take responsibility as school councillors and are fundraisers for charities at home and abroad. They form good relationships with each other and with the adults in school and they say they are confident help is on hand if they encounter any problems. Pupils, parents and carers agree that school is a place of safety. Pupils show a good understanding of the sound moral values the school promotes and this is reflected in their good behaviour and considerate attitudes. Attendance is broadly average.

*These are the grades for pupils' outcomes*

<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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<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>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

New strategies introduced during the last school year have helped to raise the overall quality of teaching, which was good or better in most of the lessons seen during the inspection. This contributes increasingly well to pupils' learning and progress and to their personal development. Lessons are planned well to take the range of pupils' needs into account. The pace of learning is usually brisk and teachers use questioning well to extend pupils' thinking. The minority of lessons where teaching is less effective do not provide sufficient opportunities for pupils to contribute their ideas and, as a result, they are less responsive and progress is slower. Use of individual learning targets is helping pupils to understand how well they are doing. Marking often provides them with helpful advice for improvement, but this is not consistently the case in all classes. Regular assessment systems introduced last year mean that class teachers have an overview of progress in their own classes and this is helping them to identify where extra support is needed. Teaching assistants contribute effectively to pupils' learning, especially those who have special educational needs and/or disabilities.

The curriculum is appropriately broad and balanced. There are opportunities for pupils to practise and develop their literacy and numeracy skills through work across the areas of learning. The curriculum is enriched by opportunities for pupils to develop skills in sports and music and to learn a modern foreign language. A range of visitors and visits help to promote pupils' personal, social, health and citizenship education. Provision for pupils with special educational needs and/or disabilities ensures that they enjoy full access to learning and social inclusion; the school provides particularly well for a small number of pupils with complex and severe needs. Pastoral care is good and the school

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works sensitively to support pupils whose circumstances make them vulnerable and to support their families. This is helping to break down barriers to learning and progress that a number of pupils encounter. The school works supportively with families where there is record of their children's poor attendance.

*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	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?**

Staff and the governing body share the headteacher's commitment to the school's improvement and achieving the best possible outcomes for pupils. Middle leaders contribute increasingly to assuring the quality of provision and driving improvement initiatives. Improvement targets are set out in the school development plan, with appropriate actions identified for raising attainment and improving progress. Success criteria are not sharply defined, however, and this limits the school's ability to measure and evaluate its effectiveness accurately. The school does not produce succinct summary reports of the reviews of pupils' progress across year groups and subjects that it carries out each term. This restricts the overview of the governing body and staff and limits the school's ability to review the 'bigger picture' for progress from one term to the next. The quality of teaching is monitored regularly. Work with the local authority last year has helped to ensure that teaching is now mostly good or better. The school is aware that further development is required to make monitoring more rigorous, in order to eliminate the minority of teaching that is still only satisfactory. The supportive governing body is developing its capacity to hold the school to account.

Parents and carers expressed very positive views of the school and their appreciation of all that is done to support their children's welfare. The school complies well with statutory requirements for safeguarding, health, safety and child protection through well-managed procedures and through ongoing review of their effectiveness. Its inclusive ethos promotes equality of opportunity and access to educational entitlement. The school contributes to community cohesion through a range of partnerships and activities in the community and with the church and parish. Good links with the local high school benefit pupils at transition. Partnership with the children's centre supports extended provision for pupils. The school collaborates with a range of agencies that support pupils' health, welfare, social and learning needs.

*These are the grades for leadership and management*

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<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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 Nursery class with skills that are below the expected levels for their age. They make good progress in the Early Years Foundation Stage. By the end of the Reception Year, although some children's attainment is below average in some of the areas of learning, they have gained very positive attitudes and have become happy, interested learners. The quality of teaching is good and children are provided with a stimulating learning environment, indoors and in the attractive outdoor areas, including the new woodlands area. There is a good balance of activities chosen by the children and those led by adults, and children are thereby supported well in developing the skills that lead to independence. Effective assessment is supported by a wide range of evidence gathered through observations of children in their activities and staff use this information to plan the next steps in learning and to meet individual needs. The setting is effective in identifying and supporting children with additional learning needs. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff forge positive relationships with parents and carers. The setting is well led and managed and members of the staff team work together well. Provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are very good and meet all requirements.



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*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

About half of all parents and carers responded to the questionnaire. Almost all of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgements on the school's satisfactory overall effectiveness and the good care, guidance and support it provides for pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Kirkby 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	71	30	28	1	1	0	0
The school keeps my child safe	87	81	20	19	0	0	0	0
The school informs me about my child's progress	75	70	32	30	0	0	0	0
My child is making enough progress at this school	77	72	27	25	3	3	0	0
The teaching is good at this school	83	78	24	22	0	0	0	0
The school helps me to support my child's learning	74	69	33	31	0	0	0	0
The school helps my child to have a healthy lifestyle	73	68	33	31	1	1	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)	70	65	36	34	1	1	0	0
The school meets my child's particular needs	74	69	32	30	1	1	0	0
The school deals effectively with unacceptable behaviour	73	68	31	29	2	2	0	0
The school takes account of my suggestions and concerns	65	61	41	38	1	1	0	0
The school is led and managed effectively	89	83	18	17	0	0	0	0
Overall, I am happy with my child's experience at this school	90	84	17	16	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



15 September 2010

Dear Pupils

Inspection of Kirkby C of E Primary School, Liverpool, L32 1TZ

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. These are some of the things we found.

Your school provides you with a satisfactory standard of education. It is a happy school and you are well behaved and polite. You work hard in your lessons, you enjoy your learning and you get on well with each other and with the adults in school. The Early Years Foundation Stage gets your education off to a good start and you make satisfactory progress in Key Stages 1 and 2. I was very pleased to hear about how much you enjoy school and how well the adults in school look after you. The school's leaders know that there is still some work to be done to make Kirkby C of E the best school it can possibly be. I have asked the headteacher and the staff to:

- make teaching even better and ensure that you always get good advice for improving your work when your books are marked
- set out in the big plan that they make each year exactly how much improvement they hope to achieve in the standards pupils reach in every year group, so that they can measure how well the things they are doing are helping you to make progress
- improve the way they use information they get when they review your progress each term.

You can help with all of this by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future.

Yours sincerely

Mrs Diane Auton

Lead inspector

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