

Halsnead Community Primary School

Pennywood Drive, Whiston, Prescot , Merseyside L353TX

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- It is friendly, inclusive and highly valued within the community.
- Pupils get off to a good start in their learning in the highly creative Early Years Foundation Stage.
- At least good progress is made through Key Stages 1 and 2 so that all pupils' achievement by the end of Year 6 is good overall.
- Pupils' behaviour is good and they are keen to learn. Behaviour and safety around the school and in lessons are good.
- The quality of teaching is good with outstanding practice evident. Teachers and support staff are extremely dedicated and committed to the pupils' well-being and to promoting success in learning.
- Leaders, managers and governors provide good management of teaching and the school's performance. They have ensured that the quality of teaching and pupils' achievement have improved rapidly since the last inspection.

It is not yet an outstanding school because

- Pupils are not given enough time to review and extend their learning independently.
- Continuous, rigorous monitoring and evaluation of pupils' progress, by senior leaders, is required to ensure all pupils make outstanding progress in reading, writing and mathematics.
- Pupils do not have enough opportunities to apply their reading, writing and mathematical skills across all subjects of the curriculum.

Information about this inspection

- The inspectors observed 22 lessons, two of which were joint observations with the headteacher, listened to individual pupils reading in Years 1, 2, 4 and 6 and scrutinised pupils' work.
- They held meetings with pupils, staff, members of the governing body and a representative of the local authority.
- They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance.
- The inspectors took account of the 19 responses from Parent View and the school's own parental survey.

Inspection team

Clare Henderson, Lead inspector	Additional inspector
Clarice Nelson-Rowe	Additional inspector
Lenford White	Additional inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported through school action is below average.
- The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.
- The governing body manages breakfast and after-school clubs, which were observed during the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement to outstanding by providing more:
 - time for pupils to review and extend their learning independently
 - opportunities for pupils to apply their reading, writing and mathematical skill across all subjects of the curriculum.
- Raise the quality of leadership and management to outstanding by ensuring:
 - senior leaders continue to rigorously monitor and evaluate pupils' progress to enable all pupils to make outstanding progress in reading, writing and mathematics.

Inspection judgements

The achievement of pupils

is good

- Children in the Early Years Foundation Stage make at least good progress from below expected starting points. In the nursery, for instance, children made outstanding progress in developing their speech and language and a deeper knowledge and understanding of the world as they visited their allotment to see how well the plants and vegetables they had planted had grown.
- Inspection evidence indicates that pupils' progress is improving rapidly in Key Stage 1 and they make good progress from their starting points and their attainment is average in reading, writing and mathematics. This is helped by the focus given to regular reading sessions and daily phonics lessons (the links between letters and sounds). Pupils' attainment in reading is average overall by the end of Year 2.
- Progress is at least good in Key Stage 2 and attainment is average in reading and writing and above average in mathematics by the time pupils leave the school. Strong investigative mathematics and problem-solving activities enable pupils to reach the higher levels in mathematics.
- Attainment is average rather than above average in reading and writing throughout the school. Most pupils make good progress to reach the level expected for their age. However, all pupils do not always reach their full potential because they do not have enough opportunities to apply their reading, writing and mathematical skills across all subjects of the curriculum.
- Learning in Years 1 to 6 is good with some examples of outstanding learning. It is particularly strong when learning is based on pupils' interests. For instance, in a Year 6 mathematics lesson, pupils' learning was rapid and sustained as they took on the role of spies who had to break codes through solving calculation problems while applying multiplication skills previously learnt.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve well because of tailor-made programmes and a range of successful interventions and teaching groups which meets their needs effectively. This ensures they are given equal opportunities to succeed.

The quality of teaching

is good

- Pupils' effective learning, good progress and achievement are attributable to the good and often outstanding teaching they receive. Among the positive features of teaching are the good relationships between adults, pupils and parents throughout the school. These are established from before children start school with home visits and 'stay and play' sessions.
- The detailed marking of work by teachers and the setting of homework help pupils to see how they can improve their work and accelerate their learning. However, pupils are not given enough time to review and extend their learning independently.
- The teaching of pupils who are eligible for the pupil premium funding is effectively managed with appropriate and exciting resources available which encourage pupils to achieve their

full potential. Furthermore, the teaching of disabled pupils and those with special educational needs is good because all adults and, particularly skilled teaching assistants, ensure pupils receive interventions specific to their needs. As a result, all pupils have equal opportunities and potential discrimination is tackled effectively.

- Teachers make a strong contribution to the good provision for spiritual, moral, social and cultural development. Imaginative teaching and pupils' full participation in learning are integral to most lessons. For instance, Year 4 pupils developed their social and moral understanding well as they reflected on what new beginnings could mean for them as they start a new school year. 'It's a chance to start again and to improve any mistakes you made in your last class', said one pupil.
- Links with pupils in Trinidad widened their understanding of cultural diversity effectively. The good quality teaching of drama, music, sports and choice of three modern foreign languages are successful in promoting enjoyment of learning and give pupils a good range of experiences which prepare them well for their future lives.

The behaviour and safety of pupils are good

- Inspectors' observations and school records show that behaviour is typically good in classes and around the school. Pupils enjoy school and say that bad behaviour rarely spoils lessons. Behaviour observed by inspectors in lessons was good and sometimes exemplary. This has a positive effect on pupils' good achievement.
- The consistency of the school's well-established reward system, including whole-school adherence to the golden rules, makes a considerable contribution to the pupils' good behaviour. Pupils feel valued and undertake responsibilities with pride, whether as helping the younger ones, as members of the school council or attending the gardening club.
- In discussion, pupils were certain that bullying is rare and, when it occurs, it is dealt with swiftly by the teachers. They clearly understood the various forms bullying might take but were equally sure it was not part of life at their school. Few parents disagree with this.
- Support from parents and the unstinting work of the learning mentor are having a positive effect on attendance and behaviour over time. As a result, attendance, while average, is improving rapidly. A nurture group and daily relaxation sessions help pupils to develop their self-esteem and confidence effectively.
- Pupils say how safe they feel in school and their parents agree. Pupils are very aware of how to keep safe when using the internet or on the roads. Pupils understand the high expectations of their teachers and in most lessons they respond very well and have very positive attitudes to learning.
- In the Early Years Foundation Stage, care and welfare are good and this contributes to children's positive attitudes to school. They share equipment well, take turns and are happy to talk about their learning. A daily breakfast and after-school club, attended by a good proportion of pupils, makes a good contribution to pupils' personal development and the strength of the partnership with parents and the community.

The leadership and management are good

- The school is led very effectively by the headteacher. Her clear vision and relentless, successful drive for school improvement together with the diligent work of the senior leadership team and governors have ensured the school has improved rapidly since its last inspection.
 - Senior leaders, in close partnership with staff, identify priorities clearly that will improve the school further. However, a few senior leaders are new to role and they have not been in post long enough to rigorously check that all pupils are reaching their full potential and making rapid and sustained progress in their learning.
 - Staff say how much they value the support they receive and how their planned professional development and opportunities to review this help them address the school's priorities. Staff work in close collaboration with each other to review and monitor pupils' progress.
 - Good progress has been made in response to the school's identification of its weaker areas. This is shown by the improvement in the quality of teaching and the rise in achievement throughout the school, particularly in mathematics. This demonstrates the school's clear vision and relentless drive to improve further.
 - Senior leaders and staff work effectively to prevent discrimination and ensure that all pupils have equal opportunities to enjoy the full curriculum. The school promotes pupils' spiritual, moral, social, and cultural development well. Good opportunities for pupils to reflect on their work, relationships and behaviour are woven effectively into learning and the ethos of the school.
 - Good partnerships with local schools ensure smooth transition at all stages of the pupils' education. Most parents say, and the inspection evidence concurs, that they are well-informed about the work of the school through such avenues as newsletters, parent meetings and the school website. Safeguarding procedures meet statutory requirements and parents expressed no concerns about their children's safety.
- **The governance of the school:**
- The governing body has a good range of expertise that enables it to give school leaders good challenge as well as support. It is knowledgeable, well-informed and fully engaged in monitoring the work of the school.
 - Governors are fully involved in reviewing staff performance and ensuring relevant professional development is available for all staff. The local authority provides effective light touch support for this good school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104426
Local authority	Knowsley
Inspection number	400717

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The local authority
Chair	Denise Allen
Headteacher	Anita Abdous
Date of previous school inspection	21 January 2010
Telephone number	01514778130
Fax number	01514778131
Email address	halsnead@knowsley.gov.uk

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