

# Raeburn Primary School

Morland Avenue, Bromborough, Wirral, CH62 6BD

**Inspection dates** 21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding. Pupils make excellent progress. By the end of Key Stage 2, attainment in English and mathematics is significantly above average. Standards have been well above average for a considerable period of time.
- Teaching over time is outstanding. The relationships are excellent and this supports pupils' very effective learning. Lessons are exciting and provide relevant and worthwhile experiences for all pupils.
- The school is in the top 10% nationally for adding value to pupils' learning in all subjects.
- Disabled pupils and those with special educational needs are exceptionally well supported by highly skilled teaching assistants.
- All pupils supported by pupil premium funding make the same outstanding progress as others in the school because the work they are set is well matched to individual pupils' ability.
- Leadership and management are outstanding. The headteacher is the driving force in ensuring a high quality education for all pupils. The rigorous assessment of how well the school is doing is used to provide sharply focused improvement plans. The area for development that leaders have rightly recognised is information and communication technology.
- A specific group of governors checks on pupils' progress and ensures that any underachievement is quickly resolved.
- Behaviour and safety are outstanding. Pupils' attitudes are exemplary. They are very busy learners always looking for ways to improve as quickly as possible.
- Attendance is well above average and has been over a period of time.

## Information about this inspection

- Inspectors observed 20 lessons and completed a joint observation with the headteacher. In addition, the inspection team made a number of short visits to lessons and observed small group sessions and listened to groups of pupils read in Year 2 and Year 6.
- Inspectors held meetings with groups of pupils, school staff, the Chair of the Governing Body and a local authority representative.
- Inspectors took account of 52 responses to the on-line questionnaires (Parent View) and questionnaires and surveys carried out by the school.
- A range of documents were analysed, including the school's data on pupils' progress, planning and monitoring documentation, the school's audit of provision, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Terry Bond

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average size primary school and the school is oversubscribed.
- Pupils are mainly from a White British background and come from a wide range of social backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported at school action is below the national average. The proportion at school action plus or with a statement of special educational needs is also below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- To enhance further the use of information and communication technology by ensuring that pupils have greater opportunities to use it across different subjects.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with attainment that is broadly as expected for their age. They get off to a very good start in all areas of learning in the Early Years Foundation Stage and quickly acquire effective knowledge and skills. The children are well equipped to cope with the next stage of their learning when they enter Year 1, particularly in reading, writing and number work.
- In Key Stage 1, pupils' progress is good and often outstanding. They attain above average standards in reading, writing and mathematics. Pupils' attainment is on an upward trend and their achievement is consistently outstanding. Pupils in Key Stage 2 make excellent progress and at the end of Year 6, attainment is high in English and mathematics. All pupils are reaching the level expected for their age and many do better than this. Many pupils make more than expected progress in English and mathematics. Pupils' overall attainment over a five-year period has been significantly above the national average in all subjects. Achievement in this key stage is outstanding because pupils learn exceptionally well.
- School data and inspection evidence shows that this strong progress is in all years. Pupils make rapid and sustain progress overtime.
- Reading is taught most effectively and older pupils read widely and fluently. They have an enthusiasm for reading and can predict a storyline. They have developed a preference for different types of books and authors.
- Gaps in attainment between pupils in this school and pupils nationally have narrowed since the last inspection. Pupils known to be eligible for pupil premium funding are well supported across the school and make similar progress to the other pupils at the school.

### The quality of teaching

### is outstanding

- The teaching in the Early Years Foundation Stage has a focus on practical activities and children choosing activities for themselves, particularly indoors. The teaching of letters and sounds is excellent. Children are taught in small groups with tasks and activities that match closely to their individual needs. Teachers have high expectations of the children and activities are exciting and also challenging in reading, writing and number work. This ensures they learn at a very good rate but without losing the focus on learning through fun and enjoyment.
- Planning is a real strength in many lessons and often links to pupils' interests. For example, in Key Stage 1, pupils thoroughly enjoy 'Super Hero' writing tasks as they write simple sentences about ex-ray vision, laser eyes and fire breath. Role play adds to their enthusiasm and most effectively supports their writing.
- Teachers very effectively promote pupils' literacy and numeracy skills in a range of subjects, but the use of information and communication technology (ICT) is not fully exploited in order to provide pupils with plenty of opportunities to investigate what they are learning.
- Practical activities enable pupils to understand fully new skills and knowledge. Younger pupils learn how to subtract using a number line, and clever organisation by class teachers ensures that any misconceptions are quickly addressed.
- Teachers are consistent in their approach to teaching reading, which is a real strength within the school. Much is done to ensure pupils are excited and inspired by books. Year 6 pupils are inspired to comprehend and explore the storyline in Kensuke's Kingdom. The class teacher brings the characters to life and appropriate humour is used to explore the emotions involved.
- Teachers have good subject knowledge and share their enthusiasm by making activities exciting. For example, Year 4 pupils experienced many activities linked to India during the inspection that made their learning very purposeful. Girls wore saris and boys tunics, and they tasted different Indian foods. Pupils' writing skills were extended when they pretended to be an Indian child living in England and wrote a letter home explaining the similarities and differences in the two cultures.

- The tracking of pupils' progress is carried out exceptionally well and leads to tasks being very well matched to groups and individuals. Teaching assistants work skilfully to support pupils' success in all areas, especially in reading. When pupils have extra help in small groups, the quality of support is high and enables pupils to catch up quickly.
- Teachers mark work effectively and give pupils time to reflect on their mistakes. They are learning how to assess their own writing. Pupils' understanding of how to improve is impressive. There is an increased use of pupils assessing their own and other pupils' work and this has strengthened pupils' knowledge and understanding of what the next steps are to improve their work.
- Homework is carefully structured. Parents have information and guidance about the work their children are doing. Mathematics workshops have regularly taken place for parents so that they are in a better position to help and support their children's learning at home.

### **The behaviour and safety of pupils** are outstanding

- The pupils' attitudes to learning are excellent and make a very positive contribution to their excellent progress. They have a strong sense of what is good behaviour and pride themselves in knowing what is and is not acceptable.
- In classrooms and on the playground pupils' behaviour is exemplary. Older children are trained to organise team games for the younger children at lunchtime. This allows Year 6 to develop a sense of responsibility. The Buddies and Play Leaders act as good role models helping others find friends and to play thoughtfully. The older pupils are excellent ambassadors and very sensibly show new parents around the school.
- The school values, recognises and rewards pupils for excellent behaviour with Raeburn Character Awards. Weekly achievement assemblies are used to celebrate and highlight aspects such as good manners, caring for others or risk-taking in learning.
- Parents, staff and pupils are extremely positive about behaviour and safety. One carer reports that 'the school goes above and beyond to help pupils feel included in the local community'.
- Pupils recognise the difference between bullying and falling out. They report that instances of bullying are extremely rare and if they do arise, once reported to an adult in school the issue is resolved.
- Pupils know how to ask for help through speaking to a chosen adult or using the 'Chatter Boxes'. Any concerns that are expressed in the messages posted in the boxes are discussed during circle time (sessions where pupils talk about their feelings and thoughts). The site manager has a high profile and is involved in lunchtime clubs, and reminds and reassures pupils about safety issues.
- Any attendance issues are dealt with very effectively and the Parent Support Worker has supported this very well. Pupils enjoy coming to school and they are proud of their regular attendance.

### **The leadership and management** are outstanding

- The headteacher provides very strong leadership. Her drive and ambition to consistently provide a high quality education for all pupils are outstanding. She is ably supported by a very effective senior leadership team who share ideas and continually look for ways to improve the school's work. The school is very well placed to maintain high standards.
- Checks on what is working well and what requires attention is thorough and accurate. Plans to improve are discussed regularly at senior leadership meetings.
- Checks on pupils' progress are most effective and these have helped to raise attainment and to ensure equal opportunities for all pupils.
- Teaching is checked very rigorously and has improved throughout the school. Any weaker aspects are swiftly tackled with training and support. The management of teachers' performance

is excellent and has a positive impact on pupils' learning.

- The leadership and management at all levels are very effective. There is a clear focus on progress and attainment in reading, writing and mathematics.
  - The curriculum provides a broad, balanced, rich and wide ranging set of experiences for all pupils. Lessons are relevant to the pupils and, therefore, interest and motivate them to learn. The school is effective in securing excellent levels of spiritual, moral, social and cultural development.
  - The enrichment activities such as the residential experiences, peripatetic music, modern foreign languages, sports coaches and themed days ensure that pupils have memorable experiences.
  - Leaders recognise that the use of ICT needs to be improved. They acknowledge that pupils should have a greater opportunity to investigate what they are learning across different subjects using different technologies.
  - The local authority provides light touch support for this outstanding school.
  - **The governance of the school:**
    - The governing body has specific groups who monitor what is happening in school and play a part in planning future development. They refer to the data on pupils' progress and know how well pupils achieve. Members of these groups ensure the governors have a good view of what is happening in school. As a result, governors ask leaders challenging questions about the performance of the school. The governing body ensures that rigorous procedures are in place for the performance of staff and that these are linked to the progress pupils make. Finances are managed extremely well including the close monitoring of the impact of the pupil premium funding. The governing body ensures that statutory requirements for the safeguarding of pupils are met.
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## 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

<b>Unique reference number</b>	105020
<b>Local authority</b>	Wirral
<b>Inspection number</b>	402960

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doug Fitch
<b>Headteacher</b>	Edna Lester
<b>Date of previous school inspection</b>	20 February 2008
<b>Telephone number</b>	0151 327 2215
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