

Eccleston Lane Ends Primary School

Albany Avenue, Prescot, Merseyside, L34 2QN

Inspection dates

14–15 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership and management, including governance, are outstanding. The leadership of teaching and learning is a great strength and has resulted in a long track record of high standards and strong teaching.
- The school's leadership is strengthened by its collaborative practice with other schools, such as within its alliance of teaching schools.
- Pupils are extremely proud of their school. Their behaviour is exemplary inside and outside classrooms. They feel very safe and have very positive attitudes toward learning.
- Children get off to an excellent start in the early years where they experience outstanding teaching in a stimulating and well planned environment.
- Pupils make rapid progress across the school.
- Standards by the end of Key Stages 1 and 2 have been consistently high in reading, writing and mathematics for many years.
- Teaching is consistently good and much is outstanding. Teaching inspires pupils to achieve very well and develop a genuine love of learning. However, on occasions the challenge given to the most able pupils in mathematics is not sufficient to ensure even more reach the higher levels.
- The use of marking and feedback to help pupils to move on in their learning is extremely effective. Pupils are given every opportunity to respond to teachers' comments and do so very purposefully.
- Teaching assistants have a very positive impact on the learning of pupils, especially those at risk of falling behind or those with disabilities or special educational needs.
- The exciting curriculum motivates pupils to want to learn. Visits and visitors to the school fuel pupils' interest and widen their experiences. Pupils have many opportunities to develop their skills in English and mathematics through their work in other subjects.
- Pupils' spiritual, moral, cultural and social development flourishes in this school. Pupils are very well prepared for life in modern Britain.
- Parents' regard for the school is exceptionally high. Staff and pupils are proud to be part of the school.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons. In addition, they made a number of short visits to lessons and listened to pupils from Year 2 and Year 6 read. They also gathered other evidence related to the quality of teaching over time.
- The inspectors observed three lessons jointly with the headteacher. They also observed the headteacher reporting back to teachers on her findings regarding teaching, learning and pupils' achievement.
- Meetings were held with the headteacher, acting assistant headteachers, senior leaders and middle leaders. Inspectors also met with six governors, including the Chair of the Governing Body.
- The inspectors took into account the 107 responses to the online questionnaire, Parent View. They also spoke informally with groups of parents who brought their children to school.
- Inspectors considered the views expressed in the 22 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Eccleston Lane Ends is an average-sized primary school.
- All children in the early years attend full-time.
- The school is a strategic partner in the St Mary's and St Thomas' Teaching School Alliance.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are in the care of the local authority.
- Virtually all pupils are of White British heritage and speak English as their first language.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has been successful in gaining many awards, including the Eco-schools Green Flag, Becta ICT Mark and International Schools Award.

What does the school need to do to improve further?

- Raise standards further in mathematics, especially for the most able pupils, by ensuring they use and apply their well-developed skills to more challenging problem-solving activities.

Inspection judgements

The leadership and management are outstanding

- The school is extremely well led by a very determined and highly effective headteacher, very ably supported by senior leaders, all staff and a very well-informed governing body.
- Senior leaders and teachers with subject responsibilities have put in place a robust system to monitor the quality of teaching and pupils' progress. They play a significant part in driving forward improvements.
- Teachers feel very well supported by the headteacher and senior leaders and welcome feedback about their performance in lessons. Feedback is sharp and focused. Clear targets are set and training and support are given to ensure that they are met. This process has played a significant role in the continuation of the school's success.
- The school takes a leading role in work with other schools, especially within the teaching school alliance and the contribution several leaders make to local authority initiatives.
- The management of teachers' performance is thorough. The school knows where the best practice exists and this is shared within the school. Leaders also make it possible for teachers to learn from best practice in other schools. There is a clear link between teachers' performance and their salary progression.
- Careful thought has been given to how leaders will maintain the extensive level of information they have on pupils' progress as the school implements the new National Curriculum. Plans are already under way to help staff to assess accurately the level that their pupils are working at and to measure the progress that they make.
- The development of pupils' spiritual, moral, social and cultural development is outstanding. Visiting speakers to the school, the Religious Education curriculum and the work of the school to gain the International School Award develop in pupils a deeper understanding of cultures and European languages.
- There is a wealth of exciting opportunities to study different faiths, beliefs and cultures woven throughout the curriculum and as a result the school is very effective in preparing pupils for life in modern Britain. Particularly impressive are the many well-considered opportunities for pupils to think about and express their feelings and to consider the needs of others. An excellent example of this is the school's 'Look for Loneliness' initiative through which pupils identify the kindness of others and nominate them for awards. All pupils 'buy into this' and say it helps to create a school in which everyone feels safe and has a friend.
- Teachers know their pupils very well indeed. As a result, the school is well placed to make sure all pupils have an equal opportunity to do well. Gaps in performance between disadvantaged and non-disadvantaged pupils have closed. In some years, disadvantaged pupils outperform non-disadvantaged pupils. This is evidence of the good use of the pupil premium funding.
- The primary school sport funding is used very successfully. There is a wide range of before and after-school sporting activities on offer as well as specialist coaches working with pupils and staff to improve their skills. This has led to high levels of participation in different sports by pupils of all ages and success in local tournaments.
- The school has extremely strong partnerships with parents. This was exemplified in discussions with parents and summed up by one who said, 'This is a brilliant school where our children love to learn and thrive. You can't get better than knowing your children are happy when they come to school.' The overwhelmingly positive response to the online parents' questionnaire, Parent View, reflects this view.
- The local authority knows the school well and provides appropriate support to check the accuracy of teachers' assessments and moderate the school's judgments about its overall effectiveness.
- **The governance of the school:**
 - Governance is highly effective. It plays an influential part in leading the school forward by ensuring that plans for development are fully focused on the most important aspects of school life. Governors have undertaken a wide and relevant range of training and as a result have an excellent understanding of how to fulfil their roles successfully. They are extremely insightful and very skilled at analysing data. Hence, they are knowledgeable about how well the school is performing in comparison with others. They are, therefore, extremely well equipped to provide leaders with strong levels of challenge. Governors are kept well informed by the headteacher and by making regular visits to the school to work in classrooms, run assemblies and meet with teachers, leaders and pupils. Their systems for rewarding good teaching through performance management are very thorough. Financial management is rigorous. Governors ensure that all spending is focused sharply on improving provision for pupils. They make sure that resources, including the pupil premium, are used effectively to improve the quality of teaching and pupils' achievement. Governors take care to ensure that the school's arrangements for safeguarding its pupils are effective and meet all related statutory requirements.

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

- The behaviour of pupils is outstanding. Pupils are very proud of their school and speak highly of it. They show respect for the school environment, playing their part in keeping it a clean, bright and attractive place for learning.
- Around school, pupils are extremely polite, calm, respectful and most considerate of others. They understand the impact of their actions on others and try to be kind and understanding at all times. Hence, the school remains a happy and welcoming place for all. These attitudes epitomise the school's motto, 'Working with each other and for each other.' Virtually all parents who responded to Parent View, the online questionnaire, agree that pupils are well behaved.
- Pupils feel valued and know that they are listened to by adults. This was made crystal clear by one group of pupils who agreed that, 'Our teachers are like second parents. We really respect them. They do so much for us that we always try to do our best for them.'
- Pupils show maturity and make a good contribution to the school community by taking on many roles and responsibilities such as Play Leaders, active members of the School Council and members of the Board of Directors for the Snack Shack. The directors are responsible for the stock control, ordering, advertising and selling of snacks at break times. Pupils calculate the profit made and donate it to charity.
- Attendance is high. This is because pupils greatly enjoy school and are encouraged to attend regularly and on time.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that bullying is extremely rare and they are very confident that any unacceptable behaviour is tackled very quickly by adults. They appreciate the 'worry box' because they know that it is regularly checked, so a problem will be sorted out almost immediately.
- They have a very good understanding of what comprises bullying and the many forms that it can take. They have a keen awareness of the potential dangers they may face when using social media and know exactly what they should do if they have a concern. This is because combating cyber-bullying and the dangers of the internet are taught in assemblies, discussed in classrooms and taught in lessons.
- Governors visit the school regularly to carry out checks of safety and act upon their findings. Governors and parents fully support the school's highly successful 'walking bus' to help reduce the number of cars and increase safety around the entrance to the school.
- Parents place a very high value on the school's work. All parents who responded to Parent View, and to the school's questionnaires, say their children feel very happy and safe.

The quality of teaching is outstanding

- The school's excellent teaching is the most significant factor in securing the pupils' exceptional achievement. Relationships with pupils are a strength and there is a very impressive level of mutual respect and trust. Teachers have the highest expectations of pupils' behaviour and work, and pupils respond well.
- Teaching is characterised by high levels of enthusiasm, high expectations and excellent relationships. This approach to teaching has resulted in developing an excellent climate in which pupils can learn and feel safe. Consequently, pupils are inspired to learn and are prepared to work hard because they are not afraid of making mistakes.
- Displays in classrooms, corridors and communal areas of the school are stunning. They show the richness of the curriculum, celebrate pupils' achievements and promote the high expectations staff have of their pupils. A particularly evocative display to which all pupils contributed is focused on World War 1. Their writing demonstrates a mature ability to empathise with others. For example, one pupil wrote, 'It's been a terrible day in the trenches. I'm glad that I finally have a minute to think of you and write to you. I feel as though I've been away forever but at least I know that I'm keeping my country and you safe.'
- The teaching of linking letters and sounds (phonics) is outstanding. It sets pupils off enthusiastically on their journey to becoming avid readers.
- The teaching of writing is outstanding. Pupils write confidently, fluently and at length, benefitting from regular opportunities to exchange ideas and talk through and plan how they intend to write.
- The teaching of mathematics is outstanding. However, pupils, especially the most-able, do not always

have enough opportunities to apply their skills, knowledge and understanding to sufficiently challenging problem-solving activities.

- Pupils are given excellent guidance by teachers and teaching assistants on how to move their learning on. This high quality guidance includes clear marking, continuous assessment of work by staff and clear feedback to pupils on how to improve their work. Pupils are given time to read and respond to the comments by making corrections, trying additional challenges or redrafting pieces of work.
- Teachers share targets with their pupils. These give pupils a very clear understanding of what they need to do to improve. This was explained very clearly by one pupil who said, 'It's like a map and I can help myself to get to where I want to be.'
- Teaching assistants routinely liaise very closely with teachers, assessing the effectiveness of their support to promote good standards of achievement. They are often responsible for specific group tuition, using an effective range of strategies to support the learning of pupils with special educational needs and those who are in danger of falling behind. They are skilled and highly effective in giving pupils a boost to their learning.
- The overwhelming majority of parents who responded to Parent View or spoke with inspectors believe their children are taught well, make good progress and are set appropriate homework for their age.

The achievement of pupils is outstanding

- Pupils continue to build on the outstanding progress made during their Reception Year.
- Progress throughout Key Stage 1 has been outstanding since the time of the previous inspection in 2007, resulting in high standards in reading, writing and mathematics year on year.
- Standards achieved by pupils by the end of Year 6 have also been high in reading, writing and mathematics since the previous inspection. In 2014, although overall standards fell slightly, they remained high, especially in writing in which pupils reached standards one year ahead of other pupils nationally.
- In 2014 virtually all Year 6 pupils reached the expected level of attainment in reading, writing and mathematics. The proportion reaching the higher Level 5 was above average, especially in writing. As a result, pupils leave primary school well prepared for secondary school.
- The school's own data and inspection evidence indicate that progress made by all groups of pupils in all current year groups in the school is well above average and standards are on course to improve even further.
- Reading is a priority throughout the school. This is reflected in the well considered investment of time and resources and the development of an exciting, well-stocked and comfortable library which both pupils and parents with toddlers use and enjoy.
- The teaching of phonics (linking letters and sounds they make) is enabling younger pupils to tackle new and unfamiliar words with greater confidence. This is reflected in the high proportion of six-year-olds who achieved the expected level and above in the recent national screening check on phonics.
- As pupils move through the school, they continue to develop a love of reading. This was exemplified by a group of Year 6 pupils who agreed that they enjoyed, 'getting caught up in the storyline and entering new worlds beyond those of our own.'
- Pupils throw themselves fully into characterisation, reading with expression and showing they understand what characters may be feeling or thinking. This was exemplified exceptionally well by a group of pupils who relished the opportunity to discuss the underlying moral and ethical issues within Suzanne Collins' book, *The Hunger Games*.
- Pupils' writing is helped by the emphasis that is given to reading which boosts the range of words they understand and use, and to speaking and explaining ideas in lessons. This is increasingly reflected throughout pupils' writing, enhancing the fluency and meaning of what they write. For example, among many other examples in Year 6, one pupil wrote, 'Darkness struck like lightning. The malicious moon wore a sinister smile. At this hour Paris is not the same magnificent city I knew by day.' Pupils are very competent mathematicians and possess exceptionally well-developed numeracy skills.
- The progress of the most able is remarkably strong in writing and reading characterised by their very well-controlled but engaging writing and their expressive and insightful reading. Their ability to make numerical calculations is exceptionally high and secure. Progress in problem solving is less rapid due to fewer opportunities to undertake challenging investigations.
- Disabled pupils, those with special educational needs and those from minority ethnic groups make similar progress to that of their peers. This is because their needs are met extremely well under the expert guidance of teachers and teaching assistants.
- There are too few disadvantaged pupils in the school for an analysis of their progress and attainment data

to generate meaningful comparisons with other pupils nationally. However, the additional funding given to the school for these pupils is used very effectively to provide well-targeted support through additional skilled and knowledgeable teaching assistants. Consequently, they make progress that is similar to, and sometimes better than, their classmates.

The early years provision

is outstanding

- Children usually enter the Reception class with skills and understanding that are at levels below those typical for their age, particularly in speaking and listening. Children make excellent progress and most have a good level of development by the time they join Year 1.
- Indoor and outdoor learning environments are vibrant, inviting and capture children's imaginations. Resources are easily accessible to the children and are well chosen to excite interest.
- The quality of teaching is outstanding and provides a secure base for future learning throughout the rest of the school. Assessments are used well to plan future learning experiences that match children's needs and interests. This promotes rapid gains in their learning.
- The teaching of phonics is particularly outstanding and helps children begin to read and spell unfamiliar words independently.
- Teaching assistants are an invaluable resource and skilfully support and nurture children to develop skills in all areas of learning. They work as a strong team to plan learning, to check children's progress and to record small steps of development.
- Behaviour is excellent in the early years unit. Children are clearly happy and content. They thrive on the high expectations of how they should behave that are consistently and sensitively communicated to them by all adults. Safety and care are given very high priority by staff.
- The early years provision is extremely well led and managed ensuring adults constantly ask questions, while at the same time noting the children's emerging strengths and areas for further development. As a result the leadership and management of teaching ensures the planning of additional and supplementary activities and resources which motivate and engage all learners.
- Partnerships with parents are excellent. This starts with a very exciting and well structured pre-school group organised within the school called 'The Pram Pushers'. This initiative is extremely effective both for parents and their children to become familiar with and confident in the school. Parents say it is particularly successful in welcoming them into school and to becoming joint partners in their children's learning.

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	104788
Local authority	St. Helens
Inspection number	453282

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Tracy Leather
Headteacher	Carol Gowan
Date of previous school inspection	4 July 2007
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Fax number	01744 678272
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