



# Hudson Primary School

## Inspection Report

**Unique Reference Number** 104869  
**LEA** Sefton  
**Inspection number** 277240  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Mr Ian Thompson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Moorhey Road
<b>School category</b>	Community		Maghull
<b>Age range of pupils</b>	3 to 11		Liverpool, Merseyside L31 5LE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 5261568
<b>Number on roll</b>	206	<b>Fax number</b>	0151 5200616
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms A Cooke
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mrs Jayne Hains

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Hudson Primary is a smaller than average school. All pupils are from white British backgrounds. Pupils' standards are broadly average when they join the school but the balance of higher and lower attainers varies from year to year. The proportion of pupils with learning difficulties and/or disabilities is about average; a below average proportion has a statement of special need. Fewer pupils than average are eligible for free school meals. Higher than usual proportions of pupils join or leave the school at other than the usual times.

Over recent years, the school has seen significant reorganisation and has had a period of considerable turbulence in staffing. The acting headteacher has been in post since September 2005.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The school evaluates its effectiveness as satisfactory, largely on the basis of recent structural changes. Some changes have already been made by the acting headteacher that have had an impact on pupils' progress, such as the reorganisation of classes and the deployment of classroom assistants. However, it is too soon for these improvements to have had a positive effect on overall achievement. Inspection findings are that the school is not doing well enough.

Although progress in the Foundation Stage and in Years 1 and 2 is good, pupils' overall progress through the school has not been good enough and standards have fallen over the last four years. In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards and achievement.

Pupils' personal development is good because the school manages this aspect of its work well. The school takes good care of all its pupils. The school is a safe and friendly place so that pupils are happy to be there and enjoy learning. Attendance is satisfactory and improving. Overall, the school gives satisfactory value for money.

Although the school has made unsatisfactory progress since the last inspection, the recent changes in leadership and management together with good support from the local authority have given it the capacity to improve.

### What the school should do to improve further

- Raise standards and achievement in Years 3 to 6 by making better use of assessment data for planning, target setting and monitoring pupils' performance.
- Define roles and responsibilities for school improvement at all levels of management,  
including the governing body.

## Achievement and standards

### Grade: 4

Children in the Foundation Stage make good progress. Those who have recently started have settled into the school quickly and are already making good progress in developing their knowledge, skills and understanding.

Pupils make good progress through Years 1 and 2 and by the age of seven, standards are above average. Results in national tests have been consistently above average and shown a rising trend. In contrast, results in tests at the age of 11 have shown a continuous decline over four years. Results in 2004 were below average, indicating that pupils had made poor progress through Years 3 to 6 in relation to their earlier

learning. Provisional results for 2005 show a further decline. The sharpest fall has been in science but mathematics results have also shown a significant decline over the last two years, particularly in the performance of the most and least able pupils. Progress through the school for all pupils was poor.

Analysis by the acting headteacher identifies a number of possible causes for the decline in performance. Among these are changes in teaching and support staff; lack of specialist support affecting the learning of pupils with additional learning difficulties; the use and organisation of support staff; class and curricular organisation and the inadequate use of assessment data to support planning. Steps have already been taken to deal with these matters, particularly targeting performance in Years 3 to 6, and plans drawn up to tackle the many issues. Although it is too early to see any significant impact on standards, in work seen during the inspection, pupils in Years 3 to 6 are now beginning to make satisfactory progress due to improvements in teaching and learning brought about by the acting headteacher's initiatives.

## **Personal development and well-being**

### **Grade: 2**

The school evaluates personal development as good. Inspectors agree with this judgement. Children enjoy coming to school and are positive in their comments. They were heard to say that the school is a friendly place that is free from bullying and where they enjoy being. They have positive attitudes towards their learning and work hard in lessons sharing and cooperating with each other very well. They understand right from wrong and are courteous and polite to each other and to visitors. Their behaviour in lessons, in the playground and around the school is good. Their spiritual, moral, social and cultural development is good.

A thriving School Council contributes effectively to pupils' sense of community. They are proud to be members of it and understand that they are elected to help others and to improve their school community. Pupils know what to do to adopt healthy lifestyles. Healthy eating is encouraged and the school is working towards the Healthy Schools Award.

Attendance is satisfactory but the school recognises that too many pupils take holidays during school time and is working to remedy this situation.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils' achievement over recent years indicates that teaching and learning were not as good as they should have been in Years 3 to 6. As a result of changes made this term, teaching and learning are much improved so that pupils are now making satisfactory progress. There is some good teaching across the school that provides a platform for improvement.

The key strength of teaching is the way that teachers build upon good relationships to manage their classes. Little time is wasted in dealing with unacceptable behaviour. The great majority of pupils respond well to teachers' consistent expectations of behaviour and work well together.

The majority of lessons are planned effectively to make sure all pupils are given appropriate activities that make them want to learn. However, it is here that the quality of teaching varies across the school. It is better in the Foundation Stage and in Years 1 and 2 because teachers plan a greater variety of tasks. This not only maintains interest and challenge for pupils of all levels but helps keep up a good pace of learning throughout lessons. Occasionally, the pace and quality of learning tail off over the session because not enough is demanded of pupils. Work is usually matched well to pupils' individual needs so that there are no significant differences in the learning of different groups of pupils. Nevertheless, assessment information is not used to best advantage for target setting or tracking pupils' progress. As a result, more able pupils are sometimes given work that is too easy for them. The school recognises the need to develop this aspect of its work; support and training are already planned.

Classroom assistants contribute well to promoting the progress of different groups of pupils. They work effectively with teachers to support pupils' learning.

## **Curriculum and other activities**

### **Grade: 3**

All statutory requirements are met and the curriculum is now matched to the needs of all the pupils in the school. It is organised to enable pupils to build on what they have already achieved, learning skills as well as factual knowledge. Pupils with additional learning difficulties and/or disabilities are included in all the activities because they now receive targeted support within the classroom from experienced classroom assistants. There are now more opportunities for pupils to investigate and solve problems in mathematics and science. Appropriate intervention strategies such as 'booster' groups have been planned to enhance the curriculum and raise standards in the core subjects. As with many very recent improvements, it is too soon to see an impact on pupils' achievement.

Work in the classroom is complemented by opportunities for pupils to take part in a range of other activities, visits and work with visitors to the school. For example, the artist in residence who worked with pupils throughout the school during the inspection. The good range of sporting activities helps to extend and develop pupils' skills and add to their enjoyment of learning.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school that takes good care of all its pupils. Pupils feel safe here and trust the staff, knowing that there is always someone they can turn to if they need help. Parents thoroughly endorse that Hudson Primary School is a safe place for their children. Staff know the pupils well and are aware of any circumstances that may have

a detrimental effect on a pupil's learning. Good arrangements are in place for the induction of children into the nursery and the main school. Parents commented that the Nursery and Reception class teachers were 'brilliant'.

Health and safety routines and all risk assessments are in place. The school uses the local authority documentation before any trips or residential visits are made. Child protection procedures are very well established. Pupils who are at risk, for whatever reason, are quickly identified and supported. The school works successfully with outside agencies.

## **Leadership and management**

### **Grade: 4**

The acting headteacher provides exceptional leadership and management that have had a clear impact on all aspects of school life in a very short time. This impact is to be seen particularly in the sense of purpose among staff and the support of parents. The evidence is that, although at an early stage, the school has already begun to turn around. As one parent wrote to inspectors, 'You can sense the change in the school'. Staff are unequivocal in their view that morale has greatly improved.

Until recently the school has not evaluated its performance well enough to identify and tackle the issue of pupils' underachievement. Since the beginning of the current term, the acting headteacher has conducted a rigorous and accurate evaluation of the school's work. This has identified where improvement is needed, centred on consideration of all pupils' needs. Plans have been developed to manage improvement based on a clear understanding of the priorities and things are getting better.

Leadership and management at other levels in the school are not secure. At senior level, the school currently has no deputy headteacher. Important responsibilities cannot be delegated so that too much depends upon the drive and energy of a headteacher who is in a temporary appointment. A long term strategy and structure for the school's leadership and management have yet to be put in place, although the local authority is providing considerable support. Teachers holding posts of responsibility have only recently had their jobs clearly defined and been able to undertake them.

Governance is inadequate. Governors have until recently not fully understood their roles, responsibilities or powers. Although they have been, and are, supportive of the school, they have not held it to account for its declining performance. They now understand what needs to be done to secure improvement and are keen to move the school forward.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, Mr Ashcroft and I visited your school to check on how well it is doing.

Thank you very much for the way you welcomed us into your school. We enjoyed talking to you about your work and your life in the school. We agree with you that the school is a happy place where everyone is safe and can enjoy themselves.

The best things about the school are:

- the arrangement to help you settle in
- the school cares for you all equally
- most of you behave well and get on well together.

We have asked your teachers to improve some things to make your school a better place to learn. These are:

- to help you make better progress as you move up through the school (you can help with this by making sure you know what you should do to improve your work)
- to make sure that the people who have responsibilities for different aspects of school life know clearly what it is they should be doing to make the school better.

Thank you for helping us with our work. We hope that you carry on enjoying lessons and continue to help Mrs Hains and your teachers to make Hudson a better place to learn.