

Hudson Primary School

Inspection report

Unique Reference Number	104869
Local Authority	Sefton
Inspection number	336380
Inspection dates	29–30 September 2009
Reporting inspector	Stephen Rowland

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Rev M Follin
Headteacher	Miss Charlotte Allen
Date of previous school inspection	2 December 2006
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Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. He observed the school's work, and looked at a range of documents, including relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. He also analysed 31 questionnaires returned by parents and carers, 13 questionnaires returned by pupils and 14 questionnaires returned by staff.

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

- to what extent does well-planned and challenging teaching enable pupils to learn and make progress?
- how effectively does the school develop positive attitudes to learning?
- how effective are school leaders at all levels in the school's self-evaluation and in planning for effective improvement?
- how effective is provision in the Early Years Foundation Stage, including the accuracy of assessment of children's learning?

Information about the school

This is a smaller than average school serving a residential area of Maghull in Sefton and pupils come from a range of social and economic backgrounds. The proportion of children eligible for free school meals is just above average. Almost all pupils are of White British heritage and there are very few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The Early Years Foundation Stage comprises a Nursery and a Reception class. Hudson School holds a Healthy Schools Award, the Extended School Award, Activemark and Sportsmark, as well as being an accredited Eco School

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has made significant improvements since the last inspection. Some aspects of it are outstanding. The headteacher works very hard and has gained the whole-hearted support of staff, governors, parents and carers, and pupils. Everyone shares a strong and unwavering ambition, which is to achieve the best possible outcomes for pupils and everyone has a clear understanding as to how to realise this. Partnerships with parents and carers are excellent and this helps to secure the place of the school in the heart of its local community. The school has a good capacity to sustain improvement and offers good value for money.

All pupils make good progress and standards are rising at the end of Key Stage 2. Those with special educational needs and/or disabilities make outstanding progress and often achieve well beyond expectations. Ambitious targets are set and progress towards them is monitored rigorously. School records show the large majority of pupils working at or above their target levels. Pupils say how much they enjoy their lessons and are increasingly able to assess their own and others' work so that they can learn more thoroughly.

There is a strong sense of loyalty and belonging in Hudson Primary and pupils readily talk about why they value their school. They are pleased to show visitors around and to talk about their achievements. They behave well and show respect and consideration for all. They have developed a very clear sense of their responsibilities as members of the school community and the local community and are ready to help and care for others. For example, older pupils look after younger ones in the playground. The school council and class councils have a high profile in the school and have contributed to the improvement of school facilities and activities. Pupils assert that they feel that their views are listened to and their ideas are taken seriously. This gives them a real sense of ownership.

Teaching is good with some outstanding features. Relationships are good and pupils have good attitudes to learning and want to succeed. They are eager to accept challenge and to work towards the increasingly demanding targets the school sets for them. Although teaching is generally good, some aspects of it could be further improved so that it becomes outstanding. For example, at times teachers do not always question pupils enough so that opportunities for further learning are missed. Occasionally, lessons are overly teacher led so that pupils cannot share their ideas and learn from each other. The innovative curriculum, based on cross-curricular themes, has engaged pupils and given them a desire to participate and learn. Care, guidance and support are outstanding and each pupil is closely monitored and supported. This has helped the school to acquire a sense of confidence and self-belief. Staff, parents and carers, and

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pupils hold the school in the highest regard. As one parent commented: 'Hudson Primary is a wonderful environment. We feel that our child receives the very best education.'

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - developing questioning skills so that pupils are challenged to extend their thinking and understanding
 - structuring lessons so that there is a brisk pace and an appropriate mix of teacher-led and pupil-led activities
 - allowing time to consolidate learning and to check understanding.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their lessons and work hard, responding eagerly to the learning challenges they are set. They also learn well because teachers guide them skilfully through an exciting curriculum that engages their interest. Children enter the Early Years Foundation Stage with skills below age-related expectations and make good progress to reach standards just above average in English, mathematics and science by the end of Year 6. Standards have risen since 2006 in Key Stage 1 and Key Stage 2 and provisional results for 2009 confirm this strong upward trend. Pupils who have attended Hudson throughout their primary phase make the most progress and reach standards in all subjects that are above average. The school has worked hard to improve standards and its own rigorous tracking systems show that pupils in all years are now making good progress.

Pupils enjoy school and attendance is improving. It is now marginally above the national average, although a large majority of pupils have very good attendance. Behaviour is good. Pupils are considerate and helpful and display a pleasing level of maturity. Pupils feel safe in school. They say, 'We know that teachers are always around to help us if there is a problem.' They have a good understanding of how to keep healthy and they value the broad range of sporting and exercise opportunities available to them. The school council is particularly strong and has helped to support the impressive variety of links the school has with the local community. Parents and carers, and other local residents, are keen to explain how they value the active role the school plays in the locality.

Pupils' spiritual, moral, social and cultural development is good. They have a very clear sense of right and wrong and are aware of their responsibilities as school citizens. They value the environment and work hard through the school's Eco School status to secure improvements. They benefit from the school's close link with the local church and have a good awareness of other religions and cultures. The developing partnership with a school in Rochdale is helping to support this. The good progress pupils make in basic skills, as well as the roles and responsibilities they have in school help them to prepare

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well for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and occasionally outstanding. Teachers have good subject knowledge, plan activities which make learning enjoyable and purposeful and often challenge pupils through skilful questioning to explain and justify their answers. In one very good science lesson, for example, pupils were asked to explain the differences between transparent, translucent and opaque objects. They were then asked to carry out their own investigations to classify a variety of objects. In many lessons pupils work in pairs and groups to help each other with their work and to discuss how this could be even better. In all lessons pupils are aware of their targets and of their progress towards them and can explain what is needed to improve their work. Teachers have a very clear understanding of what pupils have learnt and what needs to be done to support them further. Pupils with special educational needs and/or disabilities receive outstanding support and, as a consequence, make outstanding progress.

¹ 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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Teachers recognise that occasionally learning could be even better and are determined to further develop strategies to make good lessons outstanding. Questioning could be more challenging at times, particularly for the more able pupils. Also, on a few occasions teachers can move on too quickly to the next part of the lesson without being fully sure that everyone has fully understood the previous learning. Marking and feedback is constructive and helpful.

The school has developed an engaging and exciting curriculum built around 'learning journeys'. These are termly thematic programmes which are entirely cross-curricular, involving aspects of all subjects, including English and mathematics. A Year 3/4 class, for example, are currently basing their work around the theme of the Second World War. Younger pupils are engaged in 'light and dark'. Teachers are constantly reviewing and improving these themes. There is an impressive variety of extra-curricular activities both at lunchtime and after school, so that the school is often full of lively activity. Many out of school trips to a range of venues, such as the Liverpool Museum, contribute to this rich offering. The care and support of all pupils is a central concern for the staff and this has resulted in outstanding provision in this aspect of its work. Teachers and teaching assistants do everything they can to ensure that all pupils make as much progress as they can, both academically and personally. Guidance for those pupils with special educational needs and/or disabilities is meticulous and those who are identified as most vulnerable are provided with excellent care and support.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly respected and effective senior leadership team provides clear and determined leadership for adults and pupils. Their aim continually to improve provision and outcomes for pupils is fully shared by all members of staff. As a consequence, standards are improving rapidly and the school community has a sense of purpose and confidence. Performance is closely monitored and evaluated by senior and middle leaders and actions to secure improvements are implemented with energy and determination. The areas for improvement from the previous inspection have been tackled successfully: teaching is now consistently good and often outstanding. All pupils are given an equal opportunity to learn and to feel secure. Discrimination is tackled effectively and has been eliminated from the school. This is a school which is seeing the fruits of the last few years' hard work and is confident that it can achieve more.

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Partnerships with others, particularly with parents and carers, are particularly strong. Parents and carers say how pleased they are with the school and how welcome they are made to feel. The school has made every effort to engage with them so that they feel that they have an active role to play in their children's education. The development of the children's centre has further helped to enhance the school's strong presence in the local community. The school's actions to promote community cohesion are developing well under the direction of an action group of governors, staff and members of the community.

Child protection procedures and safeguarding guidelines are fully in place and meet national requirements. Governors have a detailed knowledge of the school's work and hold it to account rigorously. They are frequently in school and are active supporters of its work. They express a sense of delight with how the school has developed in recent years.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skill levels below expectations for their age. This is particularly so for communication, language and literacy skills. They make good progress and are prepared well for their transition into Key Stage 1. Their behaviour is good and they develop good levels of independence in their learning. They learn to play and work with others and to respect each other. The learning environment is rich and stimulating.

Parents and carers confirm that children enjoy learning and feel interested and involved

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in the activities they are offered. There is a good balance between child-led and adult-led activities and children are happy to talk about what they are doing.

Assessment and planning are good. They are based on observations, and staff have a clear record of what children have achieved and how their learning can develop.

Children receive very good support and care and are at ease with the adults who look after them. They all have a key carer who takes a particular interest in their care, welfare and learning.

Leadership and management are good. Policies, procedures and records are fully in place and relationships with parents and carers are effective. The Early Years Foundation Stage coordinator is constantly looking for ways to improve provision and is seeking to promote a closer working relationship with parents and carers through the systematic sharing of information about each child's interests and learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are overwhelmingly positive about the school. There were many positive comments during the inspection, both orally and in writing, which praised the work of the school in providing the very best for its pupils and in creating a strong sense of community and belonging. Many comments were particularly positive about the leadership of the headteacher and deputy headteacher. Parents and carers say that each child is cared for and nurtured and parents and carers are always welcome. Typical comments included, 'Both the headteacher and deputy headteacher are 100% committed to the school and Hudson is a better place for it.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hudson 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 inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	67	20	33	0	0	0	0
The school keeps my child safe	31	52	24	40	4	7	0	0
The school informs me about my child's progress	36	59	23	38	2	3	0	0
My child is making enough progress at this school	28	46	32	52	1	2	0	0
The teaching is good at this school	37	61	24	39	0	0	0	0
The school helps me to support my child's learning	31	51	30	49	0	0	0	0
The school helps my child to have a healthy lifestyle	29	48	32	52	0	0	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)	28	47	31	52	0	0	0	0
The school meets my child's particular needs	25	41	36	59	0	0	0	0
The school deals effectively with unacceptable behaviour	25	41	30	49	2	3	4	7
The school takes account of my suggestions and concerns	29	49	23	39	2	3	4	7
The school is led and managed effectively	37	62	22	37	0	0	0	0
Overall, I am happy with my child's experience at this school	41	68	16	27	2	3	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Inspection of Hudson Primary School, Liverpool, L31 5LE

Thank you for making me so welcome on my recent visit to your school. I was particularly grateful to those pupils who came to talk to me at lunchtime. I greatly enjoyed the Autumn Extravaganza and the superb pumpkin competition. The entries were all so good that I don't know how anyone could have chosen a winner! Well done also to the violinists.

Hudson is a good school which is improving all the time and you are rightly proud of it. You are making good progress, your behaviour is mature and sensible and your school and class councils work hard to represent your views. I was also impressed by how welcome your parents and carers are made in school and how closely you work with your local community.

Your teachers teach you well but they know that they could be really outstanding and I have asked them to look at some ways of making their good work even better by, for example:

- making sure that they always ask questions that make you think
- trying to give you more chances to work with partners so you can share your ideas with other pupils
- regularly checking to make sure that you have all understood.

You are rightly proud of your school and I know that you will continue to work hard and enjoy your lessons. This is how you can support your teachers and help to make Hudson a great place to be.

Thank you again for your help with the inspection. My best wishes.

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