

Church Drive Primary School

Church Drive, Port Sunlight, Wirral, Merseyside CH62 5EF

Inspection dates

6–7 March 2013

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.

- The headteacher, supported by an able senior leadership team, is driven in his ambition to ensure that every pupil achieves to the best of their ability. In a short space of time he has implemented a number of changes which have significantly raised levels of attainment.
- Due to an improvement in the quality of teaching, standards have risen across the school, particularly in mathematics and writing. The majority of pupils are now making good progress and many are exceeding the ambitious targets which they have been set.
- Parents are overwhelmingly positive about the school, which they say has improved greatly under its new leadership.
- Pupils enjoy coming to school, they are punctual and their attendance is above average. Pupils say that they feel safe and that they enjoy learning because lessons are more interesting and help from teachers and other adults is always at hand when it is needed.
- Teaching staff are unanimous in their support for the new leadership team and share its ambitions. They are well trained, committed and have high expectations of pupils.
- Governors have a good understanding of their duties. Individual members ensure that they are familiar with the school by working closely with it in different roles.
- Collectively leaders, managers and governors ensure that the quality of teaching, and outcomes for all pupils, are continuously improving.

It is not yet an outstanding school because

- The quality of teaching and learning is not outstanding overall. Opportunities are sometimes missed to allow pupils, particularly the more able, to learn for themselves.
- Pupils' attainment in mathematics and English in 2012 was not as good as the national average.
- Pupils are not always clear about how well they are doing in their learning or what they need to do to improve.
- Too many responsibilities are taken on by the headteacher and the senior leadership team while a complete and fully functioning middle leadership team develops.

Information about this inspection

- Inspectors observed 19 lessons including small-group activities, parts of lessons and phonics (letters and the sounds they make) teaching. One lesson was jointly observed with the headteacher and one 'singing' assembly was observed.
- Inspectors listened to pupils read from Years 2, 3, 5 and 6 and held discussions with three groups of pupils from across the school.
- Pupils' work was scrutinised during lessons and separately with the headteacher.
- Inspectors took account of 38 responses to Ofsted's online questionnaire, Parent View, as well as the school's own surveys of parents' views. Questionnaires completed by 28 members of staff were also taken into account.
- Meetings were held with 10 members of the school's governing body, including the Chair, and a meeting took place between the lead inspector and two representatives from the local authority.
- A number of school documents were examined; these included the school's self-evaluation and development plans, monitoring records of the quality of teaching, school data on pupils' progress, minutes of governing body meetings, records of attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector	Additional Inspector
Peter Martin	Additional Inspector
Kirsteen Rigby	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school; the proportion of pupils for whom the school receives additional funding through the pupil premium is above average.
- A very small proportion of pupils are from minority ethnic groups, and very few speak English as an additional language.
- The proportion of pupils who are disabled and those who have special educational needs at school action and at school action plus, or who have a statement of special educational needs, is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Many of the school's pupils attend the private on-site breakfast club and after-school provision.
- Since the last inspection the school has appointed a new headteacher and restructured its senior leadership team. A number of staff have left the school and a number of new staff have been employed, including three newly qualified teachers.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and, in so doing, raise pupils' achievement by:
 - making sure that teachers plan activities that always meet the educational needs of all pupils and stretch them to learn at a swifter pace
 - providing more opportunities for pupils to apply what they know through solving problems, investigating and using their mental mathematics skills
 - ensuring that teachers regularly plan lessons that provide more opportunities for pupils, especially the more able, to take responsibility for their own learning
 - ensuring that all pupils know how well they are doing and have a good grasp of what they need to do to move on with their learning and improve further.
- Ensure that the leadership and management of the school are as effective as they can possibly be by:
 - delegating responsibilities for numeracy and special educational needs and, in so doing, further develop and consolidate the school's middle management team.

Inspection judgements

The achievement of pupils

is good

- Children enter the school Nursery with skills and abilities which are below those expected nationally. Their skills in language and communication develop well and they make good progress through the Nursery and the Early Years Foundation Stage. Good progress is made through Key Stages 1 and 2; however, in 2012 and in previous years pupils' attainment by the end of Year 6 was below that of their peers nationally.
- Under the school's new leadership standards have risen sharply in mathematics, reading and writing across both key stages. All groups of pupils are now making at least good progress due to careful tracking which identifies any pupils who may be falling behind.
- During the inspection small-group-teaching activities could be seen taking place across the school at most times during the school day, including lunchtime. Good leadership, management and planning ensure that all small-group activities which take place during mathematics and English lessons in the morning closely follow the same themes and curriculum areas as those offered to pupils in mainstream classes.
- The implementation of a wide range of small-group-teaching activities and consistently good teaching have meant that pupils who are disabled and those who have special educational needs are now making good progress and attain standards which are at least in line with national expectations.
- The school has used pupil premium funding to pay for extra staff and equipment, including teacher assistant time, one-to-one tutor and reading time, a literacy consultant and small-group mathematics teaching. Carefully targeting this support where it is most needed has meant that pupils' progress and attainment compares favourably with national standards. By the end of Years 2 and 3 pupils make outstanding progress in reading and writing.
- Pupils who read for inspectors said that they read widely and frequently. Less confident readers used their phonic skills well to sound out and read unfamiliar words. They say that their teachers and their reading partners help them to read.
- The school's successful implementation of a new range of teaching programmes including Read, Write Inc and Mathletics have significantly raised levels of achievement. There is good evidence that the vast majority of pupils in all year groups are now making at least good progress.
- The school provides equality of opportunity through its careful planning and allocation of resources and works hard to ensure that any gaps between the achievement of boys and girls are rapidly narrowing and are no different from those found nationally.
- The school's precise analysis of the performance of pupils in different groups, for example lower-attaining boys in receipt of free school meals, enables it to avoid discrimination and ensure that all pupils achieve to the best of their ability.

The quality of teaching

is good

- Most teaching is highly effective and promotes good learning. However, few outstanding lessons were observed during the inspection. In the best lessons pupils achieve well because they are stretched and teachers have high expectations of them. However, not all lessons meet the educational needs of all pupils and some could challenge pupils even more.
- Most lessons move forward at a good pace and maintain the interest of pupils, who work well together in pairs and in small groups. Most teachers are careful to utilise every minute of every lesson, with lessons often starting or ending with a challenge. For example, the last few minutes of a Year 5 lesson were used well to get pupils to find out each other's birth date and work out which was the furthest away.
- Teachers' marking is of a very high quality. Care is taken to ensure that all work is assessed and up to date. Teachers' comments are helpful and pupils say that they are given time at the beginning of the lessons to look at what teachers have said about their work and make any

corrections. Some teachers provide opportunities for pupils to comment on the work of their class mates, and they are used to assessing their own work and identifying whether they have met their targets.

- However, although targets are clearly identified in books, few pupils can readily say what their targets are or what they need to do to improve further.
- In the best lessons mathematics and English are linked to real-life situations and pupils are actively engaged in role play. In a good lesson Year 1 pupils were very excited when they were told that they had to plan a journey. They skilfully worked out how much luggage they could take, trying not to exceed their weight limit. Later, while checking in for their flight, they took great delight in counting to see if they had met or exceeded their baggage allowance.
- Teachers are careful to foster social skills and introduce ideas of democracy and working together throughout the school. In a Year 4/5 lesson pupils effectively worked together to create a wrapping for a new chocolate bar. In small groups they pitched their ideas, in the style of The Apprentice, and took questions. However, not all lessons are sufficiently well planned to ensure that pupils can work independently.

The behaviour and safety of pupils are good

- Pupils' punctuality is good and their attendance has improved and is now above the national average. Pupils enjoy coming to school and they say that what they learn in class is more interesting than it used to be. Older pupils say that their school has changed for the better over the last two years.
- Pupils are well mannered and welcoming towards visitors. Their behaviour in class and in and around the school during the inspection was never less than good.
- Pupils are proud to be associated with their school and say that they enjoy taking on board extra responsibilities. Year 6 pupils say that they enjoy listening to pupils read in the infants and that they themselves have learned a lot from this.
- Pupils say that behaviour is good, that there is hardly any bullying and that if they have any concerns they can go straight to a teacher or directly to the headteacher. They are confident that immediate action will always be taken. They say that the school is fair and that there are lots of things going on in the playground and at lunchtime to keep them occupied.
- The school's behaviour logs show that incidents of bullying, bad or discriminatory behaviour are rare and dealt with in accordance with the school's policies. The school's own surveys and questionnaires and responses from Parent View show that parents have very positive views about pupils' behaviour and how the school deals with those who break the rules.
- Pupils know what discrimination is, they can define racism and say that pupils are never treated differently 'if they are of a different colour, talk differently or have a different language'.
- Staying safe whilst using the internet has been a priority for the school. Older pupils are well versed on issues relating to cyber-bullying and know to be careful when online and never to give personal details to people they don't know. The knowledge and understanding of younger pupils in this area is still developing.
- Pupils know not to talk to strangers and are aware of road safety. They learn to stay safe on their bikes because of their Mr Bike It road safety lessons.

The leadership and management are good

- The school has made great strides since its last inspection. In the relatively short time that he has been in post the headteacher has inspired his staff and gained the confidence of parents, pupils, governors and key members of the Port Sunlight Village community.
- His ambition is very clear; for the school to become outstanding through raising levels of attainment and improved standards for all pupils so that they match those of the best schools.

- The decision to create mixed-ability classes, to provide a wide range of one-to-one teaching activities, to introduce small-group teaching in mathematics, reading and writing, and to incorporate booster sessions into the curriculum at lunchtimes has been highly effective.
- Standards have greatly improved for all groups of pupils, including girls in mathematics in Key Stage 2 and pupils with special educational needs.
- The school is quickly becoming a model of good practice within its family of schools. Several local headteachers have come to observe the school's teaching practice and use of small-group teaching programmes such as Read Write Inc.
- Good leadership has ensured that pupils benefit from a broad and balanced curriculum and that all opportunities are taken to make learning as exciting as possible. The school's unique location has provided opportunities for pupils to sing at the Lady Lever Art Gallery, visit the Lyceum and incorporate the history of the village into its study of Victorian England.
- The performance of all teachers is fully monitored; regular lesson observations encourage them to improve their practice. All teachers are set challenging targets which have to be met before they can move up the teachers' pay scale or secure promoted positions.
- The overwhelming majority of teachers and teaching assistants are very complimentary about the school's leadership and management and say that they are provided with professional development opportunities which support them in improving their teaching practice. Newly qualified teachers feel well supported in their roles and are appreciative of both the formal and informal mentoring that they receive.
- Spiritual, moral, social and cultural development has some strong aspects. Pupil's spirituality is enhanced through singing assemblies and a multi-faith curriculum, and pupils' moral and social development is strong. However, although the school is now linked with a school in Uganda, pupils' knowledge and understanding of cultural diversity locally and regionally could be more fully developed.
- The school's middle leadership team is evolving; currently the headteacher and senior leadership team take on a wide range of responsibilities; these are in the process of being delegated to other staff, and an effective and fully functioning team is being established.
- Equal opportunity is promoted well and the school does not tolerate any discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously. The local authority has until recently worked closely with the school in a number of areas, including providing support to improve the quality of teaching and learning. It currently provides a light-touch service.

■ **The governance of the school:**

- Governors are fully committed to playing their role in driving the school forward in its ambitions. All governors have at least one responsibility linked, for example, to year groups, curriculum areas, finance and information and communication technology. They know the school and spend time with staff and pupils. Governors are keen to ensure that they are up to date with their training and are aware of their increasing responsibilities. They receive regular reports on the performance of teachers and do not authorise pay awards unless targets are met. Governors fully understand how pupil premium funding is spent and know that it has had a significant impact on raising standards for free-school-meals pupils. Governors are clear about their expectations of the headteacher, from whom they receive regular reports; however, their precise knowledge of the performance of all groups of pupils is still developing.

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	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. 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.

School details

Unique reference number	105053
Local authority	Wirral
Inspection number	400751

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	322
Appropriate authority	The governing body
Chair	Carole Molyneux
Headteacher	Anthony Lacey
Date of previous school inspection	16 November 2009
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