

Kew Woods Primary School

Ovington Drive, Southport, Merseyside, PR8 6JW

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils achieve well. Standards in mathematics and reading are above national expectations.
- Children get off to a good start in the Early Years Foundation Stage.
- Most teaching is good and at times some is outstanding.
- Pupils behave well. They are very polite, friendly and welcoming and feel safe in school.
- The headteacher and senior leadership team have an accurate understanding of how the school is performing and what needs to be done to improve further. Teaching is managed very well to improve and develop staff.
- Increasingly rigorous use of assessment information shows that greater proportions of pupils are making faster progress.
- Governors are well informed and challenge as well as support what the school does.

It is not yet an outstanding school because

- Not enough teaching is outstanding to make sure pupils make the very best progress.
- In some lessons, the pupils who show they can do the work are not always moved on to harder things soon enough. This slows the progress they make.
- Achievement in writing is improving, but is not as good as that in mathematics and reading.
- The quality of guidance in teachers' marking is variable.
- Subject leaders are not playing a big enough part in raising the quality of teaching and learning.

Information about this inspection

- The inspectors observed 24 lessons or parts of lessons. The headteacher carried out a joint lesson observation with an inspector. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments were scrutinised, including information which showed the achievement of pupils in English and mathematics.
- Eighty five parents completed the on-line questionnaire (Parent View) and their views were taken into account.
- Inspectors reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoffrey Yates, Lead inspector	Additional Inspector
Allyson Ingall	Additional Inspector
Maureen Hints	Additional Inspector
Shirley Herring	Additional Inspector

Full report

Information about this school

- This school is larger than an average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Most pupils are White British.
- The proportion of pupils known to be eligible for pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- In 2012, the school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has achieved external awards, including Healthy School status.
- There have been changes in the leadership since the previous inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make the very best progress by:
 - ensuring the work pupils are asked to do is well matched to their needs throughout the lesson
 - making better use of teachers' marking in order to help pupils improve their work
 - providing more challenging opportunities for pupils to further develop their writing skills in subjects across the curriculum.
- Improve the effectiveness of leadership and management even further by involving subject leaders even more in helping teachers to improve the quality of their teaching and pupils' learning.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in reading and mathematics and achieve well. Although their progress in writing is not as strong, there are clear signs of improvement.
- Children start school with skills that are typical for their age, except in writing where their skills are below those typical for their age. Progress is good in the Early Years Foundation Stage because activities are planned carefully to develop the skills children need. For example, children enjoy developing their skills in recognising letter sounds in reading by thinking of words that include the 'nk' sound, in words such as 'pink.'
- The results of the national screening check on how well pupils know the sounds that letters make (phonics) in Year 1 in 2012 were above average.
- Accurate checks on pupils' achievements show they make good progress in Years 1 and 2 and this continues across the school. As a result, standards in mathematics and reading by the end of Year 6 are above those expected for their age. The proportion of pupils reaching the higher Level 5 in both these subjects is also above average.
- Standards in writing, while improving, are average rather than above average. School data and inspection evidence shows that they are now higher than in the previous year. Even so, in some age groups, pupils are not given enough challenging opportunities to use their writing skills well in subjects across the curriculum.
- Pupils known to be eligible for the pupil premium make good progress. The attainment of pupils known to be eligible for free school meals in 2012 was in line with that of other pupils in the school in English and mathematics and above that of similar pupils nationally. The school's records and inspection evidence show that this continues to be the case and demonstrates the school successfully promotes equality of opportunity.
- Pupils achieve well in reading. Attainment in reading has improved at the end of Year 2 and is better than in previous years. It is now above average at the end of both key stages. Pupils enjoy reading and are keen to talk about their favourite authors. They read with good expression.
- Because their progress is carefully tracked and their learning needs are met well, disabled pupils and those who have special educational needs make good progress.

The quality of teaching is good

- Much of the teaching is good and there are examples of outstanding teaching throughout the school. Where teaching is strongest, very high expectations and levels of challenge are very apparent. Where teachers see that pupils can easily do the work that is set, more challenging work is quickly provided. However, where teaching is not as strong, teachers do not home in on pupils who have quickly and accurately completed what they have been asked to do. This means the pace of learning for these pupils slows.
- In the Early Years Foundation Stage, good teaching overall provides a good range of challenging learning opportunities to keep children involved in their learning. They join in enthusiastically with imaginative activities that support children's early reading, writing and mathematical development, as well as their social development. Staff recognise that more could be done to develop children's learning in the outside area. They are already taking steps to ensure that the opportunities to develop learning outdoors are as good as those found indoors.
- In the rest of the school, teaching is increasingly effective in encouraging pupils to be more independent in their learning. For example, Year 6 pupils discuss with each other how to improve the quality of a set of instructions by making more precise use of vocabulary. They come up with some very good ideas. Teachers carefully select questions and use questioning very skilfully to probe pupils' understanding.
- Marking is inconsistent. Sometimes, there are no comments made to help pupils improve and

where pertinent comments are provided, teachers do not always make sure that pupils take into account what has been suggested in their future work. This means that they do not always improve on their previous work.

- Disabled pupils and those with special educational need benefit from the good quality support provided by teaching assistants who are effectively deployed both in and outside the classroom.
- Mathematics is taught well. Most teachers provide pupils with plenty of opportunities to practise their mathematical problem-solving skills.
- Most parents who completed the questionnaires believe the quality of teaching is good, as do the pupils who spoke with inspectors.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning and enjoy school. Parents who completed the on-line questionnaire agree with this. Pupils' attendance is broadly average and improving.
- Pupils are keen to learn and are happy to share their learning with their classmates.
- Pupils behave well. Throughout the school, there are very good relationships between staff and pupils. Good behaviour is reinforced throughout the school by praise and rewards and teachers manage pupils' behaviour well.
- A scrutiny of records and observations during the inspection show that behaviour over time is good. Isolated incidents of unacceptable behaviour are dealt with well.
- All members of staff are very aware that they must not only meet the academic needs of the pupils but also their personal needs. This they do well and this is an important factor in making sure pupils make good progress.
- The school is successful in fostering very good relationships and there are many opportunities provided in the curriculum to promote pupils' spiritual, moral, social and cultural development. Pupils have positive views on the importance of helping those less fortunate than themselves.
- Pupils take part in a wide range of activities outside school, especially sporting events, and are very proud of what they achieve. One very young child commented, 'I am excited because I have never won anything before'.
- Pupils have a good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. Pupils have a good understanding of different types of bullying.
- Pupils respond extremely well to the many opportunities provided for them to take on school responsibilities. These include being a member of either the school council or the healthy school council. School council members are pleased that their ideas have been acted on, for example, with regard to improving playtime equipment. Around the school pupils are always willing to help visitors.

The leadership and management are good

- The headteacher is very committed to the school and is determined that pupils' progress and the quality of teaching will improve further, particularly in developing pupils' writing. She is well supported by the senior management team. The staff are also highly committed to the school as demonstrated by their very positive response to the staff questionnaire. They are keen to improve their teaching skills.
- Since her appointment, the headteacher has ensured that the checking on pupils' progress is high on the school's agenda. Rigorous assessment systems are now in place and the information gathered, along with that gathered from highly-focussed observations of teaching, has ensured the school knows itself very well.
- Subject leaders, while more involved in leading their areas of responsibility, are not playing a big enough part in checking on the quality of teaching and learning in their subject areas.

- Performance management is used increasingly well to improve the quality of teaching and pupils' progress. Teachers' pay rises are carefully managed, and promotion is only given when the impact on pupils' achievement shows they are merited.
- The curriculum ensures pupils learn a varied range of subjects and there is a very good range of out-of-school activities, especially in sport. Pupils are rightly proud to take part in public speaking competitions or, for example, to use their musical skills well in taking part in 'A night at the musicals' concert.
- Provision for pupils' spiritual, moral, social and cultural is strong. Pupils' good understanding of right and wrong and of the importance of respecting cultures different from their own is promoted well.
- The school ensures equality of opportunity for all pupils and tackles any discrimination well.
- The local authority provided good support for the school at a time of change of leadership. The local authority now provides 'light-touch' support.
- **The governance of the school:**
 - Governance is of a good quality. Governors have a good understanding of the school's strengths and areas for development and meet regularly to discuss what is happening and how they can help. As such, governance is playing an active part in moving the school forward. Governors make sure that school policies are regularly reviewed and that safeguarding arrangements meet regulatory requirements. Governors understand the performance management process well and keep a close eye on making sure that money is well spent, especially with regard to teachers' pay, which is linked to pupils' achievement. Governors also understand the importance of making sure that additional pupil premium funding is spent on the purpose for which it is intended. Governors ask appropriate questions as to the impact the funding is having on pupils' progress.

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	104867
Local authority	Sefton
Inspection number	411985

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	407
Appropriate authority	The governing body
Chair	James Fleming
Headteacher	Christina Jackson
Date of previous school inspection	20 November 2007
Telephone number	01704 533478
Fax number	01704 537203
Email address	Admin.kewwoods@schools.sefton.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

