

# Sandbrook Primary School

Stavordale Road, Moreton, Wirral, Merseyside CH46 9PS

## Inspection dates

11–12 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Too much responsibility for pupil progress rests with the headteacher and deputy headteacher.
- Middle leaders are not fully accountable for the quality of teaching and pupils' progress in their subject areas.
- Some teachers and leaders do not use the school's assessment system to improve pupils' learning and progress.
- Recent improvements in the quality of teaching have not had the desired effect on improving outcomes for some pupils.
- Across key stage 2 pupils do not make consistently good progress.
- Pupils do not make as much progress in reading and mathematics as they do in writing in key stage 2.
- Teachers do not routinely plan lessons that secure good progress.
- Some teachers do not stretch and challenge pupils to make the progress of which they are capable.
- In key stage 2, the quality of teaching does not consistently match the strong practice seen in key stage 1 and in the early years.
- Occasionally teachers do not use time in lessons effectively. Learning and progress is too slow.
- Too many pupils are regularly absent from school. Parents do not always support the school in promoting high rates of attendance.
- Pupils do not consistently display positive attitudes to learning.

### The school has the following strengths

- Leaders have created a strong, shared vision. Staff, parents and governors speak with passion about the school's leadership team and its drive for continuous improvement.
- The headteacher and deputy headteacher are an effective partnership in moving the school forward. They are very supportive of staff and are highly respected.
- The personal development and welfare of pupils is a high priority in the school. Pupils are given the support they need to progress in their learning.
- Children in early years and pupils in key stage 1 make good progress. They are well prepared for the next stages of their learning.

## Full report

### What does the school need to do to improve further?

- Improve the progress of pupils in reading and mathematics in key stage 2 by:
  - ensuring that pupils are challenged within lessons
  - ensuring that teachers maintain high expectations so that pupils work with positive attitudes and use time in lessons effectively.
- Improve the attendance of pupils and reduce the numbers of pupils who are regularly absent from school.
- Improve leadership and management by:
  - building capacity in leadership across the school
  - ensuring that middle leaders are accountable for the quality of teaching and pupils' progress in their subject areas
  - ensuring that teachers and leaders use the school's assessment system to improve pupils' learning and progress.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have made some improvements since the previous inspection to the quality of teaching and learning. However, these improvements are not consistently secure in key stage 2. For example, in key stage 2 pupils do not make the progress of which they are capable in reading and mathematics.
- Some leaders and teachers do not use the school's assessment system effectively to improve pupils' learning and progress.
- Too much responsibility for school improvement lays with the headteacher and deputy headteacher. Leaders are aware of this issue and the fact that the underdevelopment of middle leaders, for example, is slowing the rate of school improvement.
- The quality of senior leadership has strengthened since the previous inspection. For example, leaders have developed the school's lesson observation monitoring system. This enables the sharing of good practice across the school. However, this monitoring system has not had the desired effect on improving pupils' progress across key stage 2. In particular, Year 4 and Year 6 progress is not yet as strong as Year 5 and Year 3.
- Middle leadership requires improvement. Middle leaders are not fully accountable for learning and progress in their subject areas. Senior leaders have plans to improve the quality of middle leadership. However, it is too early to see the effect of this work on the quality of teaching and pupils' outcomes. This is particularly the case at key stage 2.
- Leaders fully understand the strengths and weaknesses of the school. They have plans in place to address those areas that need to improve. The mathematics leader now collects information about targeted pupils on a weekly basis. This is to ensure that pupils receive support as quickly as possible. However, this is a recent change and it has not had time to improve pupils' overall progress in mathematics.
- The effect of staff turbulence has hindered the pace of improvement to secure the good progress of pupils across the school. The establishment of a stable staff has been difficult for leaders until more recently. Recently appointed teachers, however, explained that they benefit from support to improve their teaching.
- Parents are very supportive of the school. They speak of the staff and the headteacher with great respect. Of the 32 responses to Parent View, practically every parent commented that their child is well looked after. A very large majority also responded that the school is well led and managed. Parents are now much more positive about the leadership of the school because they understand leaders' mission and vision for further improvement.
- Leaders work extremely hard to involve parents in supporting their children in their learning. Parents, staff and governors spoke with great enthusiasm about leaders' work in a recent national parent partnership award programme.
- Leaders have been successful in bringing about improvements to outcomes at the end of key stage 1 as the numbers of pupils now achieving the higher levels have improved in reading, writing and mathematics.

- Leadership of special educational needs and early years provision is effective. Pupils who have special educational needs and/or disabilities receive effective support and make good progress.
- The curriculum is effective in ensuring that pupils have opportunities for widening their experiences and knowledge of the world beyond the classroom. Visits out of school and visitors into school also enrich the curriculum and engage pupils in learning.
- Pupils' spiritual, moral, social and cultural development is good. It helps to develop pupils who are considerate and caring. The importance of British values is included in the school's curriculum. For example, during parliament week the school hall becomes a version of the Houses of Parliament. Pupils develop their understanding of democracy through their involvement in role play.
- Leaders use sports funding to develop pupils' engagement with a variety of physical activities, for example 'futsal'. Leaders also ensure that staff receive training in order to improve their skills.
- Leaders target the pupil premium funding carefully and the school's pupil premium plan has recently been reviewed. The progress made by current disadvantaged pupils is often stronger than non-disadvantaged pupils.
- The local authority representative spoke highly of the headteacher and staff of the school. The school was, until recently, causing the local authority concern. Leaders, however, have sought out effective help and support from a cluster of other schools.

### **Governance of the school**

- Governors are fully supportive of the headteacher and spoke of the effective team that the school has now become. They are aware of the strengths and areas for improvement across the school and spoke knowledgeably about them. For example, governors explained how writing is now much improved and what the school has done to achieve this. They rigorously challenge the headteacher while still supporting her to make the necessary improvements.
- Governors have the required skills to improve the school further and they also take part in additional training delivered by the school and the local authority. For example, governors recently had training in understanding information about pupils' performance.
- Governors spoke with passion about the school's journey towards improvement and the resilience of leaders. For example, governors are very proud of their efforts to support vulnerable pupils across the school. This has resulted in positive outcomes for this group of pupils.
- Governors visit the school to look at books and to observe teaching and learning in classrooms. They know the school well because of their involvement in the wider life of the school. For example, they spoke about the 'massive change' that has happened regarding parental involvement in the school.
- Governors discharge their safeguarding duties with care. Governors have attended additional training and the safeguarding governor has enhanced training because of the work she does outside of the school. Governors oversee the work of leaders and ensure that it is rigorous and that it meets statutory requirements. For example,

governors explained how leaders provide weekly counselling sessions for vulnerable pupils.

- The school website at the time of this inspection was not compliant because the curriculum information lacked explanation of its content. There were also some subjects missing. During the inspection, however, leaders quickly ensured that it met requirements.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding arrangements are robust and effective because the school has a strong culture of nurturing its pupils. Pupils are cared for, given appropriate support as required and consequently they feel safe.
- Staff training is up to date at all levels. This includes newly qualified teachers who explained the training that they had completed, including the 'Prevent' duty training.
- The safeguarding lead is vigilant in seeking advice from external agencies and records her work carefully. Staff understand the system for referring pupils to the designated safeguarding lead. Leaders work closely with parents and other agencies to ensure that pupils are safe.

## Quality of teaching, learning and assessment

## Requires improvement

- Although the quality of teaching has improved since the last inspection, it is not yet consistently good. This is because the teaching across key stage 2 does not enable some pupils to make the progress of which they are capable. In key stage 1, however, more effective teaching secures stronger progress. In Year 2, for example, pupils are making good progress and achieving well.
- Some teachers do not routinely set tasks that challenge pupils to reach their potential. They do not use assessment information to inform future learning and progress. However, where teachers do use assessment well to provide tasks that challenge pupils and sustain pupils' interest, pupils' progress is stronger. For example, in Year 2 pupils were mastering word problems involving calculations. They were able to do so confidently because the teacher provided both support and challenge for pupils.
- The most effective teachers plan learning carefully and as a result most pupils focus well on their learning. Some pupils in key stage 2, however, do not have positive attitudes to learning and teachers do not always reinforce high expectations. As a result of this, valuable learning time is lost.
- Some teachers' questioning skills are effective and as a result, pupils consolidate and deepen their understanding. For example, in Year 6 pupils had to explain why the teacher had highlighted certain aspects of the text they were studying. The teacher's strong questioning skills deepened the pupils' thinking.
- Teachers use feedback effectively. Consequently, pupils know the next steps in their learning and they know what to do to improve their work. Teachers use the school's assessment policy consistently across all subjects. Pupils take pride in their work.
- Teacher develop pupils' reading, writing and communication skills well across the

curriculum. Teachers develop pupils' writing skills in all subjects. For example, in Year 3 history books pupils wrote effectively about the lives of Roman children compared to their own lives. Pupils in Year 5 wrote well-planned, neatly presented records of science experiments.

- Homework is set appropriately. Pupils also benefit from a sharp focus on developing their love of reading. Pupils know that regular reading is important and this is clearly visible in the quality of pupils' reading journals. In Year 2, for example, the proportion of pupils who achieve the expected standard and a greater depth in reading are now close to national figures. In Year 1, the number of pupils passing the Year 1 phonics screening check is high. Pupils use their reading skills well. For example, in Year 2 pupils read with expression and enthusiasm. In Year 6, reading journals are detailed and pupils could explain how they enjoyed their own individual reading books. Pupils also spoke enthusiastically about the pleasure they had when they read their class book with their teacher. One of the pupils said her teacher gets her 'stuck into the book'.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and all staff give a high priority to ensuring that individual pupils receive support when they need it.
- Leaders place high importance on developing pupils' social and emotional skills. For example, there are lunchtime clubs for pupils who struggle to develop friendships with other pupils. Also, staff provide an intervention group that helps pupils to understand their emotions. Staff display pupils' work to show the positive effect this has on pupils' development.
- Pupils are confident and speak highly of their teachers. Pupils are also respectful of each other. As a result of positive relationships, pupils help teachers to support younger pupils, for example as playground leaders. They are proud to wear their 'high vis' jackets on the playground and help others to enjoy their playtimes.
- Pupils are proud of their school. They feel that teachers will always help them and that there is extra support if they need it. Pupils explained that there is a counsellor who can help them.
- Pupils feel safe and know whom to go to when they have problems. Pupils know how to keep safe using technology because of frequent safer internet assemblies.
- Parents spoke frequently about the support given to pupils in the school and in particular to pupils who have special educational needs and/or disabilities.
- Pupils experience a well-established programme of external trips and visiting speakers to their school. This contributes well to pupils becoming responsible members of their community. For example, pupils spoke about their visit to an outdoor pursuits residential centre. This visit was exciting but also gave them many opportunities to improve their social and emotional skills and develop a better understanding of risk.
- Teachers work hard to help pupils to be good citizens. For example, the school's eco

warriors club offers pupils opportunities to develop their love of nature and an understanding of how important it is to look after the world in which we live.

## Behaviour

- The behaviour of pupils requires improvement. This is because some pupils do not have consistently positive attitudes to learning. As a result of this, progress for some pupils is slower than it could be.
- Most pupils conduct themselves in an orderly manner in and around school at all times of day. They are polite and friendly to everyone and they are confident and respectful when there are visitors in school.
- Most teachers use consistent strategies to manage behaviour. This results in a calm atmosphere in classrooms. Some teachers, however, do not always offer pupils the challenge needed in lessons to ensure that all pupils have a consistently positive attitude to learning. Consequently, pupils can become disengaged.
- Pupils take a pride in their work. Most pupils value their education.
- Leaders work hard to improve attendance. However, there remains a small number of pupils who are regularly absent from school. The school's recent initiative to involve external agencies to support the small proportion of pupils who do not attend school regularly is a positive step forward. However, more needs to be done to challenge and support parents of those pupils who are regularly absent from school.
- Pupils behave well at lunchtime because of the variety of activities that are available. For example, pupils have an area for playing ball games, an outdoor gym, a covered shelter with seating to relax in and an area in which to play games. Staff supervise vigilantly and ensure that time is enjoyable on the playground. As a result of this, pupils play well together, displaying good social skills.
- Leaders record behaviour incidents carefully and exclusions are used only when necessary. Records include any bullying, racist or prejudiced behaviour and leaders manage such incidents well. As a result, there are few incidents in the school that are disruptive. Pupils receive regular online safety training.

## Outcomes for pupils

## Requires improvement

- Pupils across key stage 2 do not make consistently strong progress. This is particularly so in reading and mathematics, where progress is not good, including for the most able. As a result of this, some pupils in key stage 2 do not develop the secure knowledge, understanding and skills to prepare them for the next stage of their learning.
- Outcomes in writing have improved since the previous inspection. Pupils in key stage 2 now make better progress in their writing. The numbers of pupils, including disadvantaged pupils, achieving the expected standard and a greater depth are close to national figures. Leaders have also made improvements in key stage 1 where achievement is in line with national figures. Leaders plan writing well across the curriculum. Teachers' regular feedback to pupils shows them how to improve their writing effectively.
- Good progress overall is made in key stage 1. The number of pupils achieving the

expected standard or greater depth in reading, writing and mathematics is at least in line with national figures. Disadvantaged pupils' achievement is higher than other pupils in the school, except for the proportion achieving a greater depth in reading. The work of leaders to stabilise staffing has had a positive effect on pupils' progress across key stage 1.

- Leaders' work to improve standards for disadvantaged pupils is effective. Overall and across all key stages, outcomes for disadvantaged pupils have improved and they are sometimes better than those of other pupils in the school.
- Pupils who have special educational needs and/or disabilities make good progress. This is because teachers meet their needs and they support pupils effectively. Leaders use additional funding to support pupils who have special educational needs and/or disabilities well.
- Pupils in Year 1 achieve well in the phonics screening test. Outcomes have risen since the last inspection and now the number of pupils achieving the expected standard is above the national figure.

## Early years provision

**Good**

- Outcomes in the early years have been above the national figure for several years and they have continued to improve since the previous inspection. Children make good progress because of strong leadership of the early years provision and effective partnerships with other staff. For example, staff plan for children's progress with care and precision. Teachers also receive appropriate training so that they are knowledgeable and skilful about pedagogical developments in the early years.
- Many pupils start school with skills which are typically below those expected of their age. There is also a high proportion of children from disadvantaged backgrounds. Despite this, children make good progress in their learning. The difference between disadvantaged pupils' and other pupils' outcomes in the early years, however, still needs to improve further.
- Children show good resilience when they are learning. This is because staff think carefully about how best to support children in their learning. They model and scaffold learning effectively. For example, children wrote their name carefully on their completed number work. Typically, children found their names to copy, took time to hold their pencils correctly and persevered until they have written their names. They showed pride in their work and showed it to adults in the setting.
- Teaching is good and promotes children's learning well. For example, staff provide many opportunities to engage boys in literacy work. Boys and girls were busy in the outdoor learning area splatting graphemes with water guns in the rain. The outdoor jungle hut provided opportunities for role play where children could choose to be animals or hunters. Children's social and emotional skills developed well because they were encouraged to care for the animals and understand their needs.
- The early years leader's planning for improvement is effective. For example, leaders have reduced the difference between boys' and girls' outcomes. The number of boys now achieving a good level of development is much improved.
- Parents are encouraged to provide information about their child to inform provision and

learning for individual children. Parents are also encouraged to complete 'proud clouds' and are offered opportunities to visit school regularly as there is an 'open door' policy. Staff visit home when appropriate to support parents. This positive partnership contributes well to children's good progress.

- Children's behaviour is good. They play and learn cooperatively, taking turns and sharing. They listen carefully to their teachers and to each other.
- There are effective partnerships with outside agencies. In particular the speech and language service gives staff guidance in addressing the needs of those pupils who enter early years with skills below what is typical of their age. In addition, staff use an early years speech and language programme to help them in their assessments of children and in devising children's next steps learning. Early intervention work is supporting good progress in children's learning.
- The early years leader ensures that assessments are accurate across the settings. The school's early years outcomes for children achieving a good level of development were recently externally moderated and all assessments were agreed.
- The curriculum is well planned and exciting for young children. Careful development of learning based on children's interests has resulted in good progress for children. For example, children and staff developed a building site because they had noticed builders in their area. This resulted in visits to the building site and work based on understanding risk and how to be safe. Children use the building area in the outdoor learning environment for construction activities and this gives them opportunities to develop language skills and mark-making.
- The school is part of a cluster of schools in the local area. The early years leader has organised training for other schools and staff have also attended training within the cluster of schools.

## School details

Unique reference number	105003
Local authority	Wirral
Inspection number	10042429

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Vida Wilson
Headteacher	Claire Temple
Telephone number	0151 677 3231
Website	<a href="http://www.sandbrookprimary.eschools.co.uk">www.sandbrookprimary.eschools.co.uk</a>
Email address	<a href="mailto:schooloffice@sandbrook.wirral.sch.uk">schooloffice@sandbrook.wirral.sch.uk</a>
Date of previous inspection	19–20 January 2016

## Information about this school

- The school does not meet requirements on the publication of information about the content of the curriculum on its website.
- This is a smaller than average primary school.
- The proportion of pupils who speak English as an additional language is below the national average. The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school met the government's floor standards in 2017. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- The inspector observed teaching and learning throughout the school. All observations except one were carried out jointly with the headteacher. In addition, the inspector scrutinised pupils' workbooks, listened to pupils read and took part in two learning walks through the school.
- Meetings were held with pupils, the chair of the governing body and three other governors, the headteacher and other senior leaders. The inspector also held a meeting with a representative of the local authority and the leader of a local teaching school alliance with whom the school is working.
- The inspector looked at a range of documents, including information about pupils' progress, school improvement plans, information about teachers' performance and external reviews of the school. The inspector reviewed the contents of the school's website and scrutinised records relating to behaviour, attendance and safeguarding.
- The inspector spoke to parents at the start of the school day. The inspector took account of the 32 views expressed by parents through Parent View. Staff completed 11 returns to Ofsted's staff questionnaire, which were considered during the inspection.

## Inspection team

Christine Howard, lead inspector

Ofsted Inspector

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