

# Oxton St Saviour's C of E Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	105066
<b>Local authority</b>	Wirral
<b>Inspection number</b>	324150
<b>Inspection dates</b>	25 February 2009
<b>Reporting inspector</b>	Mr Kevin Johnson

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Ian Davenport
<b>Headteacher</b>	Mrs N Tabern-Price
<b>Date of previous school inspection</b>	April 2006
<b>School address</b>	Holm Lane Prenton CH43 2HT
<b>Telephone number</b>	0151 652 4909
<b>Fax number</b>	0151 652 4909

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	25 February 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards reached by pupils and the progress they make; the quality of teaching and learning; provision for children in the Early Years Foundation Stage; aspects of care, guidance and support; and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessments, policies and minutes, observation of the school at work, discussions with senior members of staff and with pupils, and parents' questionnaires. Other aspects of the school were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This is an average sized school which has a close affiliation to its parish church. Almost all pupils are White British. The proportion known to be eligible for free school meals is very low. Fewer pupils than average have learning difficulties and/or disabilities. Children enter the Early Years Foundation Stage in Reception class. The school has achieved Healthy School status and holds the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

This is an outstanding school. Highly effective leadership and management have brought about continuous improvement since the last inspection. This has raised the quality of teaching and standards to outstanding levels. Personal development is outstanding.

Pupils' spiritual, moral, social and cultural development is outstanding. Behaviour is exemplary and relationships excellent. Pupils' above average attendance reflects their great enthusiasm and enjoyment for learning. They say that 'lessons are never boring because there are loads of things to do'. Pupils feel very safe because of the supportive ethos which guides daily practice. They support their school community extremely well. Some are play leaders, ensuring everyone is included and getting a 'fair deal' in the playground. Others are responsible for recycling, serving on the eco-committee, and some act as librarians. All fully understand how to maintain a healthy lifestyle. They eagerly attend sports clubs after school and the 'walk to school' weeks arranged by the school council. By the end of Year 6, pupils are self-assured young people, confident and well equipped to face future challenges.

From starting in Reception class with skills which are broadly typical for their age, pupils, including those with learning difficulties and/or disabilities make excellent progress. Their achievement by the time they leave Year 6 is outstanding. Standards are consistently well above national averages at the end of Key Stage 1. Since 2005, all pupils at the end of Year 2 have consistently reached the expected standards in reading, writing and mathematics. Many exceed those levels. At the end of Year 6, standards are consistently exceptionally high. Virtually all pupils achieve the expected standards for their age in English, mathematics and science. In each of the last two years, three quarters of pupils attained Level 5 in English. School assessments show that current Year 6 pupils are maintaining these high standards.

The outstanding quality of teaching and learning is driven by teachers' very high expectations. Very probing questions, for example in mathematics, challenge pupils' thinking skills and help them to improve. Work is matched well to different abilities. Standards of presentation are high. The extremely good marking gives pupils clear guidance on how well they have met their targets and about what they need to do to improve. Teachers know pupils' varying abilities very well because they keep individual progress under constant review. New targets are shared with parents so that they too observe their children's progress. The outstanding curriculum enables pupils to achieve as well as they do. Purposeful planning means that literacy skills are developed exceptionally well across all subjects. The range of writing stretches from factual recording in science, to reflective writing about art in their sketchbooks and is a significant factor in the pupils' outstanding attainment. The extensive calendar of visits, visitors and clubs contributes greatly to pupils' enjoyment and personal development.

The headteacher's leadership is outstanding. Her single-minded drive and determination to raise standards to the highest level is a key factor in making this an outstanding school. Parents overwhelmingly agree the school is well led and managed and that their children are well cared for. Some note the way in which the school identifies and supports the most vulnerable learners, illustrating its firm

commitment to equality of opportunity. Statutory procedures for safeguarding pupils are in place. The school promotes community cohesion well. Strong links with the parish church mean pupils regularly come into contact with local community groups. They help organise charity fundraising and take part in seasonal events. Pupils gain a good understanding of other faiths and cultures through curriculum studies and specially focused weeks. Currently, they are learning about some of the social inequalities experienced by children in Kenya. The school plans to consolidate links with schools in the United Kingdom and Malawi to broaden pupils' cultural understanding.

The deputy headteacher and staff share the headteacher's drive and commitment to high achievement. Challenging targets confirm the school's high expectations and contribute significantly to its consistent success. Systems for monitoring and evaluating the school's work are highly effective. High quality teaching is maintained through well planned professional development and monitoring which focuses sharply on developing both the teachers' and the pupils' skills. Leaders know the school well. The school judged itself as good, reflecting the staff's mindset that improvement is a continuous process. There is outstanding capacity for sustained improvement. Governors challenge outcomes vigorously and are valuable critical partners in the drive for improvement. They manage finance efficiently to ensure that the school is well resourced and provides outstanding value for money.

## **Effectiveness of the Early Years Foundation Stage**

**Grade: 1**

Provision for children in the Early Years Foundation Stage is outstanding. Highly expert management by the teacher in charge ensures children make very rapid progress. The careful assessment procedures show children start Reception with levels of development in line with expectations for their age. They leave with very good levels of development, with a significant number working consistently beyond the early learning goals. This outstanding achievement owes much to the very detailed day-to-day monitoring of development that helps teachers plan effectively and accurately the next steps to support learning. Exciting learning activities ensure children are engaged and challenged. Most write independently long before the end of their Reception Year because of the very strong focus on literacy skills. Children's personal, social and emotional development is exceptionally good. Their behaviour and responses to adults are excellent revealing high levels of confidence and independence. Provision for children's welfare is outstanding. There are excellent procedures for introducing children to Reception. Links with parents are very positive. Staff members know children well and work very closely with families to ensure best progress. Staff make the best use of the space available to extend the learning environment beyond the classroom, but governors recognise that the area is limited and so restricts continuous opportunities for physical development.

## **What school should do to improve further**

- Seek ways to provide better facilities for outdoor learning for children in Reception.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</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>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>1</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>1</b>
How well do children in the EYFS achieve?	<b>1</b>
How good are the overall personal development and well-being of the children in EYFS?	<b>1</b>
How effectively are children in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of the children in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

### Achievement and standards

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

### Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

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

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



26 February 2009

Dear Pupils

**Inspection of Oxton St Saviour's C of E Aided Primary School, Prenton,  
CH43 2HT**

What a lovely welcome we received when we came to inspect your school recently. Thank you very much for that. We were charmed by your excellent manners and politeness and delighted to find that your behaviour is exceptionally good. You really do enjoy school. No wonder your attendance is above average. Well done!

You have an outstanding school. The standards you reach in English, mathematics and science are exceptionally high. That is because your school is exceptionally well led and managed and your teachers challenge you in lessons and always expect you to achieve your very best. The grown-ups in school take excellent care of you and support you in every way they can. Your parents, teachers and school governors are very proud of you and want St Saviour's to continue as it is now.

Children in Reception class get off to an excellent start, but there is one thing I have asked your governors to do to make it even better. That is to try to provide a better outside area for Reception children where they can really play and use all their energy to develop skills.

Best wishes and good luck to all of you.

Kevin Johnson  
Lead inspector