



# Forefield Infant School

## Inspection Report

**Unique Reference Number** 104872  
**LEA** Sefton  
**Inspection number** 277242  
**Inspection dates** 6 February 2006 to 7 February 2006  
**Reporting inspector** Mrs Margaret Lewis CfBT Lead Inspector

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

|                                    |                    |                           |                               |
|------------------------------------|--------------------|---------------------------|-------------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Forefield Lane                |
| <b>School category</b>             | Community          |                           | Crosby                        |
| <b>Age range of pupils</b>         | 5 to 7             |                           | Liverpool, Merseyside L23 9SL |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0151 924 6235                 |
| <b>Number on roll</b>              | 239                | <b>Fax number</b>         | 0151 932 1759                 |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr I McGee                    |
| <b>Date of previous inspection</b> | 15 November 1999   | <b>Headteacher</b>        | Mrs L Howard                  |

|                            |   |                                    |
|----------------------------|---|------------------------------------|
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This is a larger than average infant school in the north of Liverpool, where economic circumstances are generally favourable. The number of children eligible for free school meals is low. Almost all pupils come from a white British heritage and nearly all speak English as their first language. A below average proportion of pupils is registered with learning difficulties and/or disabilities and no child has a statement of special educational need. The school has recently begun to work towards a Healthy Schools Award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

Forefield Infant school gives children an outstanding education in a vibrant, stimulating and creative environment. Children thoroughly enjoy school life and flourish. The school is exceptionally well led and managed by the recently appointed headteacher and the senior staff. Governors are effective and support the school in working extremely closely together for the benefit of the children and their parents. The school has improved even further since the last inspection when it was judged to be very good. The school knows its strengths and exactly what it needs to develop next; staff have the enthusiasm and skills to continue to be successful. Overall, the school judges itself to be good but it is overly modest. All staff set great store by developing children as independent learners and pastoral care is exceptionally good. As a result, children's personal development is outstanding. Their behaviour is exemplary and they have excellent attitudes to learning. Quality and standards in the Foundation Stage are excellent; children continue to make rapid progress in Years 1 and 2. By the time they leave the school, children are very well equipped to make the most of their future education. The quality of teaching and learning is outstanding and consequently children's achievement in reading, writing and mathematics is excellent. The school has consistently sustained high standards in test results for the past five years. An extremely rich and well planned curriculum ensures children are confident all rounders. The school provides excellent value for money.

### What the school should do to improve further

- The school has no major areas in which it needs to improve. It needs to continue to develop along the lines it has identified in its planning, particularly in improving the cramped outdoor learning opportunities for Foundation Stage children.

## Achievement and standards

### Grade: 1

Children's achievement and standards are outstanding. When they start school, the majority of pupils have skills that are above those expected for their age, particularly in their personal development and in their communication and mathematical skills. There are however, a small number in each year who have less well developed social skills and a few whose spoken language is immature. Overall, they make excellent progress and by the end of the Reception year, most exceed the nationally expected standards by a good margin. In particular, children make outstanding progress in their personal, social and emotional development because all staff promote this aspect very successfully.

Children in Years 1 and 2 build very effectively on this flying start. By the end of Year 2, standards in reading, writing and mathematics are significantly above average, with over half the children reaching levels that are higher than expected for their age. This has been the picture in the test results for the last 5 years. In particular, standards in writing have risen well over the last two years. Although all children achieve high

standards, girls generally do better than boys. The school is currently taking effective action to remedy this. It is successful in achieving the extremely challenging targets it sets for itself. Children also reach high standards in science and their work in art and design is of exceptionally good quality for their age. Children with learning difficulties and/or disabilities make exceptional progress because of the high quality teaching and support they receive. Similarly, the progress of the very few children at an early stage of learning English is equally as good as that of others.

## **Personal development and well-being**

### **Grade: 1**

Children' personal development is outstanding. The school provides excellent support for their spiritual, moral and social development. This ensures that their behaviour and manners are exemplary. Children show a particularly clear awareness of a spiritual dimension to life, especially through art and class discussions. The school effectively develops children's understanding of other cultures, for example, through its link with a school in Nigeria. Children flourish as a result of this high quality provision and develop into very mature, thoughtful individuals. Children thoroughly enjoy all that the school has to offer. They throw themselves wholeheartedly into lessons and take great delight in the many extra activities on offer, such as Spanish and drawing clubs. Attendance is good and pupils love the awards they achieve to celebrate this. They are encouraged to develop healthy lifestyles through an extensive physical education programme, effectively enriched by strong links with the local sports college. They enjoy choosing healthy food options at lunchtime. Children are very well equipped for their future lives through the high standard they achieve in literacy and numeracy. They are developing a clear understanding of working for the good of the community, for example through the involvement of the school council in improving playground equipment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Teachers have a high level of subject knowledge and expertise especially in English, mathematics and science that promotes learning and progress to a high standard. They use a wide range of teaching strategies and interesting methods such as games, number songs and practical activities that make learning enjoyable. Staff encourage children to be independent learners and to support each other when needed. Teachers' planning is exceptionally good and shows a high degree of consistency across classes in each year group. They adapt the work very effectively for children of different abilities, including those with learning difficulties and/or disabilities, so that all are able to succeed. This means that all the children are actively involved and trying really hard throughout each session. Teachers deploy teaching assistants well to give additional support to those who find learning difficult. Assessment data is used to good effect and impacts well on children's progress.

The marking of children's work is clear, positive and linked to their individual targets showing them how they can do better. Without exception, staff take pleasure in each child's achievements and want them to do well. The school environment is a wonderful place in which the children learn and blossom.

## **Curriculum and other activities**

### **Grade: 1**

The school has evaluated the curriculum as good. It is outstanding for children in Years 1 and 2 because it meets all their needs exceptionally well and is particularly rich and varied. It is not quite as strong in the Foundation Stage because, whilst all areas of learning are met, the opportunities for the outdoor curriculum are restricted because of the limited secure space available. The school recognises the issue and has plans to improve this as soon as possible. Planning of the curriculum ensures that each child enjoys and achieves. Art and design is a particular strength with impressive work on wall displays throughout. Lunchtime activities are many and include art appreciation, dance, Spanish and percussion clubs. The school makes outstanding efforts to bring visitors into the school such as artists in residence, poets and African dancers. Strong links have recently begun with the local Sports College who are involved in providing specialist tuition and training for teachers in gymnastics and tennis coaching. These activities help to develop healthy and varied life styles. Children enjoy and talk about the healthy lunch options they are given each day. Every child matters in this school and this is strongly evidenced in the outstanding organisation, planning and monitoring of the curriculum.

## **Care, guidance and support**

### **Grade: 1**

The school provides an outstanding level of care for its children, which is reflected in the very positive ethos created. This ensures a warm and secure environment in which all children succeed. It is also reflected in the excellent relationships between staff and children, which underpin learning and personal development very well indeed. Arrangements for child protection and health and safety are particularly robust and parents are very happy with the care provided for their children. Arrangements for settling Reception children into school are excellent and result in happy and confident learners from the start. Similarly, there are excellent links and arrangements with the neighbouring junior school to support children when they transfer. Partnership with parents is excellent and impacts very positively on children's progress. The procedures for tracking children's progress, particularly in mathematics and English are thorough and are the product of much recent hard work.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. This is better than the school's evaluation of its own performance. Teamwork is of the highest quality and everyone, including

children, parents, staff and governors, are enthusiastic and play a valuable part in moving the school forward. The headteacher has a comprehensive vision for the future of the school. Since her appointment she has rapidly gained the full confidence of all involved, quickly assessing the strengths and prioritising the areas for future development. Senior staff provide first-rate support, which is one of the main reasons for the exceptional teamwork. Governors are involved well in the forward planning for the school; they bring a wide range of analytical skills to bear. They ask questions and request explanations where these are judged to be necessary. Financial planning is very secure and is well supported by the local authority. Data about the school's performance are used exceptionally well to boost the standards and achievement of all pupils. No one is left out. Children, parents and governors are consulted. As a result, the school is acutely aware of its strengths and areas to develop. High quality strategic planning for future improvement shows that the school is very well placed to continue its successes and to build on and develop them further. The school has very strong links with a range of different providers, other schools and organisations; staff are carefully deployed to make the best possible use of their specific skills and strengths all of which makes a strong contribution to the provision of a high quality education.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### 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> | 1   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   | NA |
| The quality and standards in foundation stage  | 1   | NA |
| The effectiveness of the school's self-evaluation  | 1   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 1   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 1   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school. We really enjoyed the chance to meet you and to talk to you and to your teachers. We particularly like the way you work so hard and try to do your best. You treat one another in a very kind and generous way always trying to help others. You work and play in a very sensible way.

You told us that you enjoy coming to school and that you trust your teachers because you know they will always help you when you need them to. You also said that you feel safe at school and that the grown ups listen to your ideas about how to make things even better. We are sure that the teachers and all the other adults who work in the school take excellent care of you.

We are glad to say that you have an outstanding school. This is our highest mark. The things we thought were especially outstanding were:

- you work so very hard and do especially well in learning to read, write and in mathematics. Your work in art and design around the school is fabulous and you know a lot about many different artists
- your behaviour is outstanding in the classroom and around the school
- the way you all enjoy coming to school and learning.

We have asked your school to press on with ensuring the new outdoor play area for Reception children is a priority.

Thank you for helping us so much with the inspection of your school. We all hope that you will carry on enjoying learning and helping your teachers to make Forefield School a great place to be.