

Hudson Primary School

Moorhey Road, Maghull, Liverpool, L31 5LE

Inspection dates 17–18 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- All groups of pupils make good progress and achieve well throughout the school.
- Teaching and learning are consistently good, and some teaching is outstanding. Teachers have high expectations of pupils and deliver lessons that lead to at least good progress.
- Pupils who are eligible for the pupil premium and those who are disabled or have special educational needs achieve at least as well as other pupils because they get additional support which is carefully matched to their needs.
- Behaviour is good. Pupils enjoy coming to school and are keen to learn. They say they are well looked after and feel very safe in school.
- Decisive leadership by the headteacher and senior leaders has led to rapid improvements in the quality of teaching and pupils' achievement.
- The headteacher, senior leaders and governors have a clear and accurate understanding of how well the school is doing and where it can be further improved.
- The curriculum is well matched to pupils' needs and provides a wide range of opportunities for them to develop their knowledge, skills and understanding. It promotes their spiritual, moral, social and cultural development very effectively.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers do not always ensure that all pupils, particularly higher-ability pupils, are challenged to make the best possible progress.
- Occasionally teachers direct learning too much and pupils do not have enough opportunity to think, learn and work independently.
- Teachers have too few opportunities to share outstanding practice across the school or to observe outstanding practice in other schools.

Information about this inspection

- Inspectors observed 13 lessons or part-lessons, including one observed jointly with the headteacher.
- Meetings were held with school leaders and with three governors, including the Chair of the Governing Body. Inspectors also met a representative from the local authority and the school’s National Leader of Education partner.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils’ current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser’s reports were also considered.
- Inspectors considered 50 responses to the online questionnaire (Parent View). They also took into account 26 responses to the questionnaires completed by staff for the inspection.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Stephen Rowland

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in eight classes from the Nursery to Year 6.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The headteacher took up post in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise achievement by ensuring that work is always matched to all pupils' needs, particularly higher-ability pupils, so that they are always challenged to make the best possible progress.
- Improve teaching and learning by:
 - making sure that teachers do not direct learning too much and that pupils always have opportunities to think, learn and work independently
 - sharing existing outstanding practice more widely across the school, and by providing more opportunities for teachers to observe outstanding teaching in other schools.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills and aptitudes that are generally below those expected for their age. They learn well and make good progress during the Early Years Foundation Stage and by the end of the Reception Year attain standards that are much closer to those expected for their age.
- Pupils continue to make good progress in Years 1 to 6. At the end of Key Stage 2 achievement in English and mathematics has been around average for two of the last three years. In 2012 there was a marked dip in Year 6 pupils' achievement in English and mathematics. However, there has been a strong recovery in 2013 and the school's data and preliminary results show that current Year 6 pupils are on course to achieve above-average results in national assessments this year, with more pupils making better than expected progress.
- The school's detailed tracking information shows that pupils in all year groups, including those who are disabled or have special educational needs, are making good progress whatever their starting points. Inspection evidence from lesson observations and work in pupils' books confirm this.
- Pupils make good progress in reading. They read regularly and have a good knowledge of phonics (letters and the sounds they make). Whilst the proportion of pupils who reached the expected standard in the Year 1 national phonics check was below average in 2012 it improved strongly this year to around average.
- There has been a marked improvement in the quality of pupils' writing because of better teaching, and this has raised achievement. Pupils have many opportunities to write in a range of styles in different subjects. As a result, they are making good progress in all year groups.
- Pupils' achievement and progress in mathematics has also improved. Pupils have secure basic skills and can apply and use these skills effectively to solve problems.
- Pupils known to be eligible for the pupil premium make good progress because they receive small-group and personalised support whenever it is needed. In national tests in 2012 the attainment of pupils known to be eligible for free school meals was over two terms ahead of other pupils in the school.
- Disabled pupils and those with special educational needs make good progress because their needs are accurately identified. They are well supported and their achievement is closely monitored. The school is effective in ensuring equality of opportunity so that all groups of pupils make good progress.

The quality of teaching is good

- Teaching is consistently good throughout the school with some that is outstanding. Teachers have high expectations and pupils made at least good progress in all of the lessons observed during the inspection. Work in pupils' books shows that teaching has been good over time.
- There are very good relationships between pupils and their teachers. Pupils say they enjoy lessons. They concentrate well and try to do their best.
- Teachers use the school's accurate assessment information to plan work that is demanding and typically well matched to pupils' needs and abilities. In the best lessons pupils have opportunities to work independently or in groups to share and discuss ideas. They also have a range of activities that challenge all pupils and move at a brisk pace.
- Teachers use questioning effectively to check pupils' knowledge and understanding, and to challenge and extend their learning.
- In a mathematics lesson, for example, pupils were introduced to the basic concepts of algebra in an imaginative way before going on to investigate and solve problems. The teacher constantly encouraged pupils to think and work things out for themselves, and work was carefully planned

to challenge and extend all pupils' learning. As a result, they enjoyed the lesson and made outstanding progress.

- Teaching assistants work closely with teachers to plan the work they do with pupils. They are well informed about pupils' individual needs and work effectively with them so that they make good progress in their learning.
- Teachers' marking is good. It gives pupils a clear view of how well they are doing and the steps they need to take to improve their learning. Pupils regularly follow the guidance teachers give them on how to improve. Pupils often assess their own performance well.
- In a small number of lessons work is not demanding enough for more-able pupils and they do not make the best possible progress. In addition, teachers sometimes direct learning too much and pupils do not have enough opportunity to think, learn and work independently. In these lessons the pace of learning is slower.
- Almost all parents who completed the Parent View survey thought their child was well taught and made good progress. Inspection evidence supports this.

The behaviour and safety of pupils are good

- Behaviour throughout the school is good, and at times outstanding. Evidence from behaviour logs and talking to pupils indicates that poor behaviour is very rare and that the good behaviour seen during the inspection is typical. There is a strong expectation that pupils will show care and respect to each other in all aspects of school life.
- Pupils are polite and well-mannered. They enjoy coming to school and get on very well with each other and with adults. They are keen to learn and behave well in lessons so that learning is not interrupted. On the very rare occasions that pupils misbehave the school reacts calmly and effectively.
- Pupils say they feel completely safe in school, and are very well looked after. They have a good knowledge of how to keep themselves safe in different situations, including when using the internet. They are well aware of the different forms bullying can take, including cyber-bullying, but say that it is very rare in school. They have every confidence that the school would sort out any bullying very quickly.
- All parents who completed the Parent View survey thought that their children were safe and well looked after in school, and that behaviour was good. Inspection evidence confirms this.

The leadership and management are good

- This is an improving school because school leaders are having a significant impact on raising the quality of teaching and achievement.
- The recently appointed headteacher has a strong vision for the school and its future. This is shared by staff, governors and parents and is demonstrated by the strong support shown for the school in the Parent View and staff questionnaires. All staff and the vast majority of parents thought that the school was well led and managed. There is a very positive atmosphere throughout the school.
- The newly restructured leadership team has a very clear view of how well the school is doing and where it needs to improve. They have taken decisive and successful action to improve teaching and achievement after the disappointing results of 2012. They have correctly identified the key areas for development, with a very strong emphasis on further improvements to teaching and raising achievement.
- Systems to check pupils' progress have been made more rigorous. This information is used to identify any underachievement and to provide pupils with extra help when they need it. As a result, all groups of pupils achieve well throughout the school. This demonstrates the school's commitment to ensuring every pupil receives an equal opportunity.
- There are effective systems to check the quality of teaching. These identify where further

support is needed and contribute to teachers' professional development. Training, coaching and mentoring have improved the quality of teaching and this has led to a rapid rise in achievement this year.

- Information about pupils' progress is taken into account when making decisions about the pay of teachers and teaching assistants.
- Although there is outstanding teaching in the school, there are not enough opportunities for teachers to share this best practice or to observe outstanding teaching in other schools.
- The curriculum is well organised and provides a good range of learning opportunities for all pupils. It is enriched by a variety of clubs, activities, trips and visits. These include sport, drama and music, and the school has regular contact with a school in Tanzania. The curriculum promotes positive behaviour and makes a strong contribution to pupils' good spiritual, moral, social and cultural development.
- Following the disappointing results in 2012 the local authority acted quickly to provide additional support for the school, in conjunction with a National Leader for Education. This extra training, support and advice have been very effective in raising standards of leadership, teaching and achievement in the past year.
- **The governance of the school:**
 - Governors have a good understanding of how well the school is doing and where it needs to make further improvements. They support the school well but hold it to account by asking challenging questions about pupils' achievement and progress, the quality of teaching, and behaviour and safety. They make sure that pupils' performance is considered when making decisions about teachers' salary progression. They ensure that the school's finances are well managed and have a good knowledge of how pupil premium funding is spent and the impact it is having. They make sure that the school meets its statutory duties, including those related to safeguarding.

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	104869
Local authority	Sefton
Inspection number	411784

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	155
Appropriate authority	The governing body
Chair	Daniel Garside
Headteacher	Niki Craddock
Date of previous school inspection	29 September 2009
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