

Inspection of Gwladys Street Primary and Nursery School

Walton Lane, Liverpool, Merseyside L4 5RW

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

This is a highly inclusive school. Many pupils who are new to the school said that they have been welcomed. Pupils spoken to said that they enjoy attending and everyone is treated fairly. Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils said that this encourages them to achieve well.

Leaders and staff expect pupils to behave well. As a result, pupils are attentive in lessons. Pupils also play well together at social times. Pupils are confident that they can share any worries that they have with staff. Leaders have established effective systems to identify and deal with any incidents of bullying swiftly and effectively.

Pupils are considerate of others. They take an active part in charitable work. This includes raising funds for a local children's hospice. Pupils learn how to be active citizens, such as being members of the mini police. They also appreciate the opportunities to hold responsibilities including school and eco-councillors. Pupils enjoy the range of clubs that they have access to, such as choir, culture and sports clubs, which help develop their interests and talents.

What does the school do well and what does it need to do better?

Leaders have organised the curriculum so that it is ambitious for all pupils, from the Nursery class to the end of Year 6. In most subjects, the curriculum has been designed to build logically on pupils' learning over time. However, in a small number of subjects, leaders' organisation of the curriculum is at an earlier stage. This means some learning does not build on what pupils already know. As a result, in these subjects, some pupils do not remember their learning as well as they should. Teachers benefit from carefully structured training to help them to implement the curriculum well. They revisit learning and use strategies that support pupils to retain what they have learned.

Leaders ensure that reading is prioritised from the early years through to Year 6. Pupils benefit from a carefully constructed phonics programme, delivered by well-trained staff. In the Nursery, children are encouraged to sing nursery rhymes and share books with adults. Pupils read regularly. Leaders ensure that pupils read books that are closely matched to their developing phonic knowledge. Teachers check pupils' progress regularly. They identify those who need additional support to help them catch up and support them well. Most pupils who join the school in the Nursery or the Reception Year become confident readers by the end of key stage 1.

A high proportion of pupils join the school part-way through key stage 1. Many speak English as an additional language, and some pupils have little prior experience of school. Leaders provide effective support for these pupils and they begin to learn phonics quickly and successfully.

Older pupils understand why reading is important. Pupils enjoy reading a range of high-quality texts. Pupils spoke enthusiastically to inspectors about some of their favourite authors and books.

In many subjects, the curriculum is established and delivered well. Teachers use effective strategies to check that pupils have learned the curriculum. For example, teachers provide opportunities for pupils to recap prior learning. Teachers check on pupils' understanding and address any misconceptions effectively. This means that pupils build a secure knowledge across many subject areas. In a small number of other subjects, some pupils do not remember their learning as well as they should.

Children settle quickly into the early years. They listen well to their teachers and engage happily. Across the school, pupils are attentive in lessons. Low-level disruption is rare. Staff provide careful support for those pupils who find it more difficult to concentrate in lessons.

Leaders carefully identify the additional needs of pupils with SEND, including children in early years. Leaders and staff put effective support in place for these pupils. This helps pupils with SEND to access the same ambitious curriculum as their peers.

Leaders provide many opportunities for pupils to develop personally. The school is an inclusive community. Pupils learn about diversity and how it affects their everyday lives. Pupils show respect for others and have a secure understanding of different faiths and cultures. They also know about British values, such as democracy and the rule of law.

Many parents and carers are positive about the school. However, there are some parents who do not feel that the school communicates well enough about changes and about how well their children are achieving. This means they do not always understand how they can best support their children.

Governors know their roles and responsibilities well. They challenge and support leaders to ensure that the school continues to improve. Teachers said that they feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding. Leaders ensure that all staff know the potential risks pupils may face. Staff understand and follow clear procedures to report any concerns they may have. Leaders act promptly on concerns if needed. They keep detailed records of the actions they take to keep pupils safe. Leaders work effectively with a range of outside agencies to get vulnerable pupils and their parents the right support.

Staff teach pupils how to keep safe, including when online. Pupils also learn from visitors such as the police and the fire brigade about dangers when they are not in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum design has not been finalised. This means that pupils do not build on their knowledge in a coherent way. Leaders should ensure that they finalise their curriculum thinking in these areas so that pupils build on prior knowledge when they are learning something new.
- Some parents do not feel well informed about their children's learning or changes in the school. Leaders should improve how they communicate with parents so that they understand the work the school is doing to support their children's education and well-being.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104610
Local authority	Liverpool
Inspection number	10269094
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	445
Appropriate authority	The governing body
Chair of governing body	Kevin Craney
Headteacher	Nicola Booth
Website	www.gwladysstreet.org
Date of previous inspection	21 February 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with four members of the governing body, the headteacher, the deputy headteacher, subject leaders and other staff. Inspectors took account of the responses to Ofsted's online survey for staff.
- The lead inspector spoke with a representative of the local authority.
- Inspectors spoke with pupils to gather their views about the school. Inspectors spoke with parents and carers at the beginning of the school day. Inspectors considered the responses to Ofsted Parent View and Ofsted's pupil survey.

- Inspectors checked on safeguarding procedures and relevant documentation. Inspectors observed pupils' behaviour around school and considered attendance and behaviour information.
- Inspectors considered a range of other school documentation, including leaders' self-evaluation and plans for improvement.
- Inspectors did deep dives in early reading, mathematics, geography and history. As part of this work, inspectors visited lessons and spoke with subject leaders and teachers. Inspectors reviewed pupils' work and spoke with them about their learning. The lead inspector observed pupils read to trusted adults.

Inspection team

Gary Bevin, lead inspector	Ofsted Inspector
Samantha Birchall	Ofsted Inspector
Julie Brown	Ofsted Inspector

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