

Inspection of a good school: Banks Road Primary School

Banks Road, Garston, Liverpool, Merseyside L19 8JZ

Inspection dates: 14 and 15 June 2023

Outcome

Banks Road Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to Banks Road Primary School. New pupils feel welcomed into the school by staff and other pupils. Many pupils, parents and carers described the school as being a friendly community.

Pupils said that staff take good care of them. This helps pupils to feel safe in the school. If bullying occurs, leaders deal with these incidents swiftly and effectively.

Leaders have high expectations for pupils' behaviour and what they can achieve academically. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils are keen to learn and work hard in their lessons. They behave well throughout the school day. Pupils, including those with SEND, achieve well.

Leaders ensure pupils have a good understanding of the school's values. Pupils apply these in how they treat others. Pupils are kind to each other. They recognise and celebrate their differences. Children in early years take turns and share equipment happily.

Pupils enjoy playing in the well-equipped outdoor area. They also benefit from a range of activities and clubs, including rambling, rugby and graffiti art. Pupils participate in extra-curricular experiences which enhance the curriculum. For example, pupils develop their financial knowledge by running the Banks Road Bank.

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

Leaders have developed a broad and ambitious curriculum for all pupils, including for those with SEND. Leaders have made sure that subject knowledge is ordered carefully so that pupils build on what they know and can do. Leaders have thought carefully about the subject-specific vocabulary that pupils should learn from the early years through to Year 6. Teachers model the use of this key vocabulary well, and most pupils are able to use it appropriately when talking about their learning. Teachers have strong subject knowledge and explain new concepts clearly. Most pupils achieve well.

In many lessons, teachers check that pupils are secure in their knowledge before moving on to new learning. However, in a small number of subjects, teachers do not assure themselves that pupils have learned and remembered important knowledge before introducing new concepts. In these subjects, some pupils have gaps and misconceptions that teachers have not addressed. This hinders how well these pupils achieve in this small number of subjects.

Leaders place a high priority on the teaching of reading. Leaders ensure that staff have the knowledge and skills to deliver the phonics programme well. Leaders ensure that most pupils who struggle to keep up with the phonics programme receive appropriate support to help them to catch up quickly. Most pupils learn to read well. Nevertheless, a small number of struggling readers do not catch up as quickly as they should. This is because they do not have enough opportunities to practise reading books. These pupils lack fluency and accuracy. This makes it hard for them to understand what they have read.

Older pupils enjoy reading. They have access to a range of different types of books. Pupils talked with confidence to the inspector about their favourite authors. Teachers provide many opportunities for pupils to read non-fiction texts. These texts help pupils to build their knowledge of key vocabulary in the different subjects. Children in the early years enjoy listening to and talking about the stories that adults read to them.

Leaders have appropriate systems in place for identifying and supporting pupils with SEND. They work well with external specialists to identify how best to meet the needs of these pupils. Leaders ensure that teachers receive useful information and training. This helps teachers to make suitable arrangements so that pupils with SEND access the curriculum alongside their peers.

Classrooms are calm and purposeful. When pupils do not meet staff's high expectations of behaviour, issues are dealt with quickly and fairly. This means that lessons proceed without interruption. Leaders have identified a few pupils who do not come to school as often as they should. They are supporting these pupils and their families to improve their attendance.

Leaders have prioritised pupils' wider development. Pupils learn about the different cultures and faiths in their community. They understand the importance of equality for everyone. Pupils recognise the need to eat a balanced diet and take regular exercise to keep their bodies healthy. Pupils develop an understanding of democracy and leadership through the school council. Leaders provide a wealth of activities and visits that are open to all. These are reviewed regularly to ensure that they meet the interests of all pupils.

Several leaders in the school are new to their roles. These new leaders have had appropriate training and support to carry out their work effectively. Governors are knowledgeable about the school. They provide effective support and challenge to leaders. Staff are proud to work at the school. They value the useful training and support that they receive. They appreciate leaders' efforts to ensure that staff's workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive up-to-date training to ensure that they understand their roles and responsibilities. Staff know the signs that a pupil may be at risk of harm. Leaders' systems and processes for staff to report and record safeguarding concerns are robust. Leaders ensure that vulnerable pupils receive the help and support that they need. Leaders work effectively with external agencies to secure appropriate support for vulnerable pupils and their families.

Leaders have a thorough, up-to-date understanding of safeguarding risks. They use this information to determine what pupils are taught about potential risks and how to keep themselves safe. Pupils learn how to stay safe online and in their local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not identify and address some gaps or misconceptions in pupils' knowledge. As a result, some pupils struggle to make sense of new learning. Leaders should ensure that teachers check how well pupils have learned and remembered important knowledge and address any gaps or misconceptions before they introduce new learning.
- A small number of pupils struggle to learn to read. This hinders how well these pupils access the curriculum. Leaders should ensure that these pupils have sufficient opportunities to practise reading books that match the sounds that they have learned to develop accuracy and fluency.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

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	104516
Local authority	Liverpool
Inspection number	10286225
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair of governing body	Carole Hill
Headteacher	Jamie Wilson
Website	www.banksroadprimaryschoolliverpool.co.uk
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed. A new deputy headteacher and acting assistant headteacher have also taken up posts.
- The school makes use of one registered alternative provision for a very small number of pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- The inspector held meetings with the headteacher, leaders and other staff.
- The inspector met with some governors, including the chair of the governing body. She also met with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and pupils about their learning. She also looked at a sample of pupils' work and discussed the curriculum with leaders in

other subjects.

- The inspector listened to pupils read with a familiar adult.
- The inspector scrutinised a range of documentation, including that relating to safeguarding. She spoke with leaders, staff and pupils about safeguarding.
- The inspector spoke to staff about their workload and well-being.
- The inspector observed pupils' behaviour around the school, in lessons and at breaktimes. The inspector spoke with pupils about behaviour and bullying.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View. This included free-text comments. She spoke with parents as they brought their children to school at the start of the school day.
- The inspector also took account of the responses to Ofsted's online questionnaire for staff. There were no responses to Ofsted's online questionnaire for pupils.

Inspection team

Eleanor Overland, lead inspector

His Majesty's Inspector

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