

# Inspection of a good school: West Kirby Primary School

Anglesey Road, West Kirby, Wirral, Merseyside CH48 5EQ

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Inspection dates:

7 and 8 March 2023

## Outcome

West Kirby Primary School continues to be a good school.

## What is it like to attend this school?

The West Kirby Primary School values shine throughout the life of the school. Pupils are welcoming, kind, polite and successful. They develop warm and caring relationships with staff. These strong relationships begin in the early years, where staff successfully support children to settle into school routines. Pupils said that there is always a trusted adult who they can speak to if they have any worries or concerns. This helps pupils to feel safe in school.

Staff set the highest expectations for pupils' behaviour. Pupils behave well outside on the playground and in lessons. They understand the different forms of bullying. Pupils were confident that staff would address any incidents of bullying quickly, should they arise.

Pupils access many opportunities that help them to discover and develop their talents and interests. For example, they attend a variety of extra-curricular activities such as chess, badminton and book club. Pupils readily take on responsibilities throughout the school, such as eco councillors, reading champions and play leaders.

Pupils are proud to attend this school. They are keen to do well and are ambitious for their futures. Leaders expect pupils to succeed. Pupils achieve well across the curriculum.

Pupils said that West Kirby Primary School is a special place because everyone is welcome and included. Many parents and carers were extremely positive about the school.

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

Leaders have designed a purposeful and ambitious curriculum. They have thought carefully about the knowledge that pupils should learn and when this content should be taught. Leaders have organised the curriculum well from the early years to Year 6. Across the school, pupils successfully build on prior knowledge in preparation for the next stages of their learning. By the end of key stage 2, pupils are ready for the demands of secondary school.

Teachers have strong subject knowledge. They use their expertise to explain new learning clearly to pupils. However, on occasion, some teachers do not design learning that enables pupils to learn the knowledge in the curriculum in sufficient depth. From time to time, this hinders how well some pupils learn.

For the most part, teachers use assessment strategies well. They regularly check pupils' understanding in lessons and over time. Teachers use this information skilfully to address any misconceptions that pupils develop.

The reading curriculum is strong. As soon as children start in the early years, they begin to learn to read. Leaders have ensured that staff are appropriately trained so that they can deliver the phonics programme effectively. Staff quickly identify any pupils who are falling behind with their phonics knowledge. These pupils receive effective support to catch up quickly. Reading books are well matched to the sounds that pupils know. Pupils learn to read with confidence and fluency.

Leaders have prioritised the development of reading for pleasure. For example, they employ a librarian to ensure that the school library is well used. Pupils spoke enthusiastically about their weekly visits to the popular school library. They thoroughly enjoy reading texts from different genres and new authors.

Leaders and staff accurately identify the specific needs of pupils, including those with special educational needs and disabilities, and those who speak English as an additional language. Staff provide these pupils, including those in the early years, with appropriate help and support. Leaders make sure that staff have the information and training that they need to help these pupils to follow the same ambitious curriculum as their peers.

Children in the early years follow routines which help to develop positive learning behaviours. Pupils learn to behave well. Lessons are rarely disrupted by poor behaviour.

Leaders prioritise pupils' personal development. Teachers help pupils to develop a strong understanding of identity and respect. Pupils recognise and celebrate the similarities and differences between people. For example, some pupils have started to learn the Ukrainian language to make those pupils from Ukraine feel welcome.

Pupils have a secure knowledge of different religions, beliefs and of British values. They understand why these are important in society today. Pupils benefit from enrichment opportunities that enhance their learning of the curriculum. For instance, they go on trips to places such as the Philharmonic Hall and Hilbre Island.

Governors know the school and its community well. They challenge and support leaders in equal measure. Staff appreciate leaders' consideration of their workload and well-being. They feel that leaders listen to what they have to say.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise keeping children safe. They ensure that staff receive appropriate and regular safeguarding training. Leaders provide regular updates to staff about safeguarding issues. This helps staff to be alert to the signs that a pupil may be at risk of potential harm.

Leaders' record-keeping is comprehensive. Referrals to outside agencies, including the local authority, are made without delay. All actions are followed up in a timely manner. Leaders diligently ensure that vulnerable pupils and their families receive the support that they need.

Through the curriculum, pupils learn how to manage risks and to keep themselves safe in school and in the local community. Pupils know how to keep themselves safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasions, some teachers do not design learning that matches the ambition of the curriculum. At times, some pupils do not learn the depth of knowledge that they should. Leaders should ensure that staff are fully equipped to design learning that helps pupils to develop a rich body of subject knowledge across the curriculum.

## **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 first ungraded inspection since we judged the school to be good in May 2017.

## 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

<b>Unique reference number</b>	105023
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10226247
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louise Wood
<b>Headteacher</b>	Emma Bailey
<b>Website</b>	<a href="http://www.westkirbyprimaryschool.co.uk">www.westkirbyprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	3 and 4 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- Governors operate before- and after-school provision.

## Information about this inspection

- The headteacher and the senior leadership team have been appointed since the previous inspection.
- The inspector met with the headteacher and members of the senior leadership team. She met with five members of the governing body. The inspector held a virtual meeting with two representatives of the local authority.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She considered the responses to Ofsted's staff and pupil surveys. The inspector spoke with parents before school, to gather their views and opinions about the school.
- The inspector examined a range of safeguarding documents. She made checks on staff recruitment and spoke with staff to check how well they understood their safeguarding

responsibilities. The inspector also explored staff's views about their workload and well-being.

- The inspector observed pupils' behaviour in lessons and around school. She spoke with pupils to gather their views about behaviour and safeguarding in the school.
- The inspector carried out deep dives in early reading, mathematics and history. She met with subject leaders, visited lessons and spoke with teachers. The inspector spoke with pupils and looked at examples of their work.
- The inspector observed pupils read to trusted adults.

### **Inspection team**

Bev Dolman, lead inspector

Ofsted Inspector

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