

Inspection of Bidston Avenue Primary School

Tollemache Road, Claughton, Birkenhead, Merseyside CH41 0DQ

Inspection dates: 19 and 20 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Bidston Avenue Primary School are happy and they feel well cared for by staff. The school ensures that pupils know how important they are. At the end of Year 6, pupils leave the school as well-rounded and considerate individuals.

The school has high expectations of pupils' achievement, including for children in the early years. To this end, the school has designed an ambitious curriculum. Pupils learn the curriculum successfully and they achieve well.

Pupils know how to behave, both in lessons and during breaktimes. They adhere closely to the guidance outlined in the school's seven magnificent values. The way in which pupils conduct themselves around school helps to create a calm atmosphere. Pupils trust staff to help them with any worries that they may have. When incidents of bullying do occur, the school takes swift and appropriate action. This helps pupils to feel safe in school.

Pupils embrace their various leadership responsibilities. For example, they enjoy representing the school at sporting events and taking part in volunteer projects. Pupils make a highly tangible contribution to the life of the school through these roles. They spoke with pride about the difference that they make to the school community.

Pupils relish the wide range of clubs and opportunities available to them. These experiences help pupils to discover and develop otherwise unexplored talents and interests. Pupils said that the encounters that they have outside of lessons are what make their school special.

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

At the heart of this school is a shared ambition that all pupils, including those with special educational needs and/or disabilities (SEND), will become resilient learners, fluent readers and creative thinkers by the time they leave the school at the end of Year 6.

The school has ensured that the curriculum is designed well and that there is a suitably broad range of subjects on offer for pupils from the early years to Year 6. In the main, teachers are clear about the knowledge that pupils should learn and when curriculum content should be taught. However, in a small number of subjects, teachers are not as well informed about the important knowledge that pupils should acquire. From time to time, this hinders teachers in designing learning for pupils that builds securely on what they know already.

Typically, staff choose activities and resources that support pupils to learn and remember the curriculum. In most subjects, staff use assessment strategies well to check that pupils' earlier learning is secure. This ensures that pupils have a strong base of prior knowledge on which they can build. Nevertheless, in a small number of

subjects, teachers are still refining their approaches for checking on how well pupils remember the small steps of learning. On occasion, this prevents staff from identifying and addressing some pupils' misconceptions in a timely enough manner. This hinders some pupils when they come to apply earlier learning to new concepts.

The school has suitable systems in place to support staff to identify the additional needs of pupils with SEND in a timely manner. Staff skilfully adapt their delivery of the curriculum for this group of pupils. Pupils with SEND are supported well by staff to access the same ambitious curriculum as their classmates.

Most pupils become confident and fluent readers by the end of Year 2. The school has trained staff so that they are suitably confident and equipped well to deliver the phonics programme. Pupils read books that are matched closely to the sounds that they have learned. Staff are quick to identify and support those pupils at risk of not keeping up with the reading programme. Staff provide appropriate support to help these pupils to catch up quickly. Pupils' love of reading is evident across the school. For example, pupils who spoke with inspectors likened reading to a magical experience.

The school prioritises pupils' wider development, including for children in the early years. Pupils learn about different faiths and cultures. They value diversity. Pupils who carry out leadership roles, such as school councillors and sports leaders, take their responsibilities seriously. They are keen to promote fairness and equality. The school ensures that pupils are informed about the options available to them when they leave school. For instance, visiting speakers from the local community share their career journeys with pupils. This inspires pupils and helps to further raise their aspirations.

Pupils, including those who attend the nursery provision, enjoy a wide range of experiences. For example, they enjoy a variety of clubs, such as Taekwondo and choir practice. Pupils talked enthusiastically about recent trips, such as visits to London and museums. Older pupils are looking forward to an upcoming residential experience in China. Pupils are keen to take part in regular performances to show their parents what they have learned.

Governors provide an appropriate level of support to the school. However, on occasion, governors do not provide a sufficient level of challenge to the school around those aspects relating to the quality of education for pupils.

Staff are proud to work at this school and they feel valued by leaders. Staff said that the school is led and managed well. This is because the school provides them with appropriate support to develop their skills and expertise. Staff are positive about the actions that leaders have taken to reduce their workload.

Parents and carers expressed overwhelmingly positive views about the school. Staff work collaboratively and have fostered strong links with parents to best support pupils' academic and pastoral needs.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not ensured that the knowledge that pupils should learn is clear enough to teachers. This hinders teachers in designing aspects of learning for pupils in these subjects. The school should ensure that, in these subjects, teachers are clear about the knowledge that pupils need to know and remember.
- Occasionally, in a few subjects, staff do not identify and address some pupils' misconceptions in a timely enough manner. This hinders some pupils in applying their prior knowledge to more complex concepts. The school should ensure that teachers use assessment strategies effectively to rectify pupils' misconceptions quickly enough and shape future learning.
- From time to time, governors do not ensure that they are informed well enough about the quality of education for pupils. This prevents them from providing a sufficient level of challenge around those aspects that will make a positive difference to how well pupils achieve. Governors should ensure that they are equipped well to challenge the school about how well pupils are learning the intended curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105060
Local authority	Wirral
Inspection number	10289881
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	455
Appropriate authority	The governing body
Chair of governing body	George Davies
Headteacher	Stuart Brady
Website	www.bidstonavenue.wirral.sch.uk/
Date of previous inspection	17 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school does 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in English, mathematics, music, history and physical education. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector heard pupils read to a familiar adult.

- Inspectors also considered other curriculum areas. They met with leaders, spoke to pupils and looked at pupils' work.
- Inspectors spoke with a group of governors and spoke with a representative of the local authority.
- Inspectors talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

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