

# Penwortham Primary School

## Inspection report

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<b>Unique Reference Number</b>	119157
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379739
<b>Inspection dates</b>	7–8 February 2012
<b>Lead inspector</b>	Peter Cox

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Eslea
<b>Headteacher</b>	Martin Jelley
<b>Date of previous school inspection</b>	1 October 2008
<b>School address</b>	Crookings Lane Penwortham Preston PR1 0HU
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## Introduction

### Inspection team

Peter Cox  
Clare Henderson

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Eight teachers were observed teaching nine lessons. Meetings took place with groups of pupils, the Chair of the Governing Body and senior leaders. An inspector listened to a selected number of pupils read aloud in meetings and a telephone conversation took place with the local authority adviser. There were no responses to the on-line questionnaire (Parent View). Inspectors observed the school's work and looked at a range of documents including those relating to safeguarding, the school development plan, a selection of policies and the minutes of governing body meetings. Pupil and staff questionnaire responses were scrutinised as were 74 parent and carer responses.

## Information about the school

Penwortham Primary School is smaller than the average primary school. There are currently more boys than girls overall, with significant weighting to boys in the current Years 3, 4 and 6. The proportion of pupils known to be eligible for free school meals is much lower than that seen nationally, as is the proportion of pupils from minority ethnic groups. The number of pupils who speak a first language other than English is much lower than the national average. Those pupils with special educational needs represent a much smaller proportion when compared to the national average. The school has a number of awards including Healthy School status and meets the current floor standards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school where pupils feel safe, happy and well cared for by their teachers and other adults. Good behaviour in the classroom allows learning to proceed at a good pace and in an orderly and well-maintained environment. Pupils are confident and well mannered and throw themselves into activities such as in the singing assembly, where everyone sang heartily and harmoniously. Almost every parent and carer who responded to the questionnaire would recommend the school to another parent.
- Pupils work well together in lessons supporting one another when needed which helps contribute to good overall achievement during their time at school. The school is a cohesive and pleasant community where pupils look out for one another at play and lunchtimes and undertake a range of responsibilities including serving salad and helping clear tables.
- The newly shaped curriculum is good and contributes well to learning. The cross-curricular approach to studying topics is well planned and delivered in lessons. Pupils experience a good range of activities that stimulate their interest and help motivate them to learn. Pupils read well and often have good support from home. Older pupils have a good appreciation of a range of authors. The school has done much to provide a richer diet of reading for girls, which has in turn improved their reading and writing skills.
- Leadership and management are good at all levels. The headteacher is well supported by enthusiastic and committed staff team that is very child focused. The school is held to account well by the governing body. There is an acknowledgement by senior leaders that a more formal approach to observing lessons is needed, together with more systematic monitoring of pupils' work by middle and senior leaders. Marking of pupils' work takes place but is variable in quality and does not always accurately inform pupils of their next steps in learning.

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

- Increase overall achievement and the proportion of good and outstanding teaching by:
  - implementing a more formalised approach to lesson observation, the outcomes of which will inform the training needs of teaching staff
  - ensuring that the marking of pupils' work is more consistent across the school and informs pupils more clearly on their next steps for learning
  - introducing a more regular cycle of checking pupils' work to help drive achievement.

## Main Report

### Achievement of pupils

Pupils' achievement in lessons is consistently good because the teaching is effective and promotes learning well by matching the needs and abilities of the pupils. The curriculum provides good theme-based topics that excite the pupils and helps provide for good learning experiences. For example, in a Year 6 science lesson the introduction to the topic of 'light' and 'how we see things' was skilfully taught through a well-considered mix of short videos and practical experiments. This lesson had high levels of engagement and enjoyment and pupils carried out their experiments safely and considerately. The lesson made for a memorable experience and secured knowledge and understanding of the properties of light and shadows. One pupil commented later that there are 'many lessons where we do lots of practical experiments and it's easier to remember what you have learned'. Practical lessons are not exclusive to older pupils. In the Reception class children were enjoying measuring short distances using drinking straws. The two boys demonstrating this to the rest of the class did this very well and demonstrated good manners toward each other and effective team working. Others celebrated their success in the task by applauding enthusiastically.

The Early Years Foundation Stage receives children who possess skills and knowledge that are as expected for their age. Good induction systems enable children to settle in quickly. The school's data together with first hand observations by inspectors confirms good progress being made by children in Reception. The issue from the last inspection has been addressed and the outdoor learning environment has undergone considerable improvement. It now provides an interesting, bright and imaginative area for children to develop. Children's understanding of letters and their sounds is secure because of the systematic teaching of this each day which prepares children well for further development of literacy in Key Stage 1.

Achievement is good in Key Stage 1. Most pupils engage well in their learning and secure above average attainment overall and in reading because of the effective teaching they receive. Termly assessments are made of pupils' progress and timely and effective help offered if pupils are seen to be falling behind. The good gains in the Early Years Foundation Stage and Key Stage 1 are not built upon in early Key Stage 2. There is a slight slowing of achievement during this time and effort is undertaken well to make up the lost ground in the later years of Key Stage 2. Nevertheless, achievement over time is good and pupils leave Year 6 with attainment that is overall well above average, including that in reading.

The small number of pupils with special educational needs progress in line with their peers. So do those pupils whose circumstances may make them vulnerable. The very close support provided for them, including the very effective involvement of outside agencies when required, ensures that they progress at least in line and often in excess of expectations. The difference in the achievement of girls and boys is levelling out because of the target groups identified by the school where pupils receive additional support from teachers, support assistants and the learning mentor. Almost all parents and carers who returned their questionnaires believe that their children make good progress at school, confirming the view of the inspectors.

## **Quality of teaching**

The overall good progress made by pupils is underpinned by good teaching over time. None was seen to be inadequate during the inspection. Teachers are committed and passionate about the development of the pupils in their care. Classrooms are bright and well ordered and display pupils' work to good effect; displays are often referred to in lessons to aid learning. Long and medium term plans are used to good effect and ensure the recently introduced creative curriculum is delivered effectively. Lessons engage pupils well. Learning tasks are generally well planned and offer challenge to pupils of all abilities. Marking of pupils' work is variable in quality and does not always offer sufficient guidance for pupils to understand their next steps in learning. The good teaching and good curriculum contribute well to pupils' social, moral, spiritual and cultural development. Subjects studied provide opportunities for pupils to understand different religions and cultures within the immediate locality and beyond. Parents and carers consider their children to be taught well at the school and the inspectors concur with this view.

## **Behaviour and safety of pupils**

Pupils enjoy coming to school as shown by their above average attendance. They are punctual and look forward to seeing their teachers each day. Bullying of any type is infrequent but when it does occur they are generally minor squabbles which are soon resolved by teachers who act swiftly. Pupils and their parents consider behaviour to be good in the school. Pupils feel able to talk to adults; one pupil commented that 'it is safe to express your feelings ... teachers listen to you'. A very small minority of parents perceive lessons to be disrupted by poor behaviour; inspectors found no evidence to support this and judge behaviour to be good in lessons, allowing learning to proceed without disruption. Permanent exclusions have not occurred for some considerable time and fixed term exclusions are rare. Pupils' have good attitudes and behaviour towards one another, their teachers and other adults, including visitors. This is a result of effective teaching, adults being good role models and according to some pupils, expectations from home.

## **Leadership and management**

Leaders, managers and governors have been successful in securing the necessary improvements since the last inspection and demonstrate a good capacity to improve further. The strong commitment of teachers and other adults is helping provide a good standard of education for the pupils. The school knows itself well through sound but informal procedures. For example, the evaluation of the quality of teaching is accurate, yet there are no formal routines in place to measure this. Furthermore, the opportunities for well-targeted professional development of teachers is restricted because areas for development are not

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discussed, agreed and any subsequent training offered. The regular scrutiny of pupils' work is not a well enough established practice. The curriculum has been developed and provides exciting and engaging opportunities for pupils to learn. It helps pupils develop a secure understanding of social, moral, spiritual and cultural issues. Provision to promote these elements is well planned and coherent within the curriculum and at each key stage. Pupils possess good knowledge of other cultures through geography topics including rainforest work and Fairtrade projects. There are good links with other schools representing pupils from different backgrounds and faiths. There is good inclusion of pupils with special educational needs and those whose circumstances may make them vulnerable. Every opportunity is made for all pupils to achieve well including high levels of classroom support often on a one to one basis. The school and its pupils do not tolerate discrimination. Governors hold the school to account well and there is evidence in the minutes of their meetings of detailed questioning of the headteacher. Safeguarding arrangements meet requirements.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk))

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 February 2012

Dear Pupils

### **Inspection of Penwortham Primary School, Preston, PR1 0HU**

Thank you for making my colleague and me so welcome when we came to inspect your school recently. You are very polite and well-behaved young people and we enjoyed our time with you. Thanks to those of you who met with us formally in meetings during the day and informally over lunch, and for those who came out of some lessons to read to us. We judge your school to be a good school. It has much to celebrate and you have played a large part in this. You have a very positive attitude to learning; you look forward to coming to school and enjoy being a part of Penwortham Primary. You do well by the time you leave in Year 6, achieving results that are often well above those seen in other parts of the country. Well done!

We want your school to be even better, and have asked the headteacher, governors and teachers to work on some areas. We have asked the headteacher and his staff to visit lessons more often to make sure that the teaching you are receiving is the best it can possibly be. Also, we think that the work you do in your books could be marked better. We think that more of your teachers should give you ideas on how to learn more. And finally, we want your teachers to collect in your exercise books more regularly so that they can see how you are doing and make changes to their teaching if it's needed.

You can help your school by continuing to work hard, and behaving well. I wish you all the very best for the future.

Yours sincerely

Peter Cox  
Lead inspector

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