

# Parklee Community School

## Inspection report

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<b>Unique Reference Number</b>	106426
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	355947
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Mike McLachlan

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Yvonne Bright
<b>Headteacher</b>	Mrs Michelle Ridsdale
<b>Date of previous school inspection</b>	14 January 2008
<b>School address</b>	Wardour Street Atherton Manchester M46 0AR
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## Introduction

This inspection was carried out by three additional inspectors. Twenty-eight lessons were observed and 11 teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body, staff and the School Improvement Partner. Inspectors observed the school's work, and looked at safeguarding procedures and documents, and school policies and development plans. Inspectors also examined pupils' work, school assessment records and examples of pupils' test papers. The responses to the pupils' and staff questionnaire and 64 parental questionnaires were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment of pupils on entry to the school and attainment in literacy to ascertain if pupils are now making the same good rate of progress that has been consistently achieved in mathematics since the previous inspection.
- Is the school accurate in its judgement that aspects of pupils' personal development and care and guidance are outstanding?
- The work the school has done to improve the quality of teaching and learning and the way it measures and tracks pupils' progress.
- How accurate is the senior leaders' evaluation of the strengths and weaknesses of the school?
- How effective is the new leadership structure, especially middle leadership in securing improvements to outcomes for pupils?

## Information about the school

This is a larger than average size primary school. The vast majority of pupils are of White British heritage. There are very small numbers of pupils from minority ethnic groups, with very few pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The number of pupils with special educational needs and/or disabilities is below average. The proportion of pupils with a statement of special educational needs is below average. The school has gained the national Activemark, Healthy Schools status, Investors in People and Financial Management awards.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Parklee Community School provides a good education for its pupils. The school provides a warm and welcoming environment that enables all children to strive to do their best. There are a number of outstanding features, particularly in aspects of pupils' personal development and in the way the staff care for and support and guide all pupils. The overwhelming majority of parent and carer and pupil responses to the questionnaire and the comments of those who talked to the inspectors were supportive of all that the school offers. They rightly consider that the school provides a rich and supportive experience. Parents of pupils with special educational needs and/or disabilities spoke particularly highly of the extra-mile the staff are prepared to go to support them and their children, a prime example of the outstanding care on offer.

Children enter Nursery with skills below those typical for their age group especially in communication, language and literacy skills and in aspects of personal, social and emotional development. By the end of Year 6 attainment is broadly average across most subjects and above average in mathematics. Given their starting points, this represents good achievement for all pupils, including those with special educational needs and/or disabilities. An impressive feature is the maturity of approach and, above all, the enjoyment pupils demonstrate in their learning in lessons as shown by their high attendance. Pupils show a high degree of understanding of how to keep healthy and high numbers are regularly involved in sporting activity. Pupils say they feel very safe in school and this is echoed by their parents and carers. They act very responsibly in looking after themselves and others, and relationships within the school are excellent.

Teaching is good. A concerted focus on developing literacy skills, drawing on a range of nationally recognised strategies, combined with an already well-developed approach to teaching mathematics, is substantially raising attainment in these subjects. Work seen in each of these subjects in Year 6, for example, was of high quality. There are some inconsistencies in the quality of teaching. The presentation and depth of work in other subjects is not always of a good standard and pupils are not always given sufficient challenge or guidance on how to improve their work. In the Early Years Foundation Stage, planning to ensure the outside provision is used to support investigative and mathematical work is not sufficiently well developed. The curriculum is good, with significant strengths in literacy and numeracy provision and in the wide range of extra-curricular activities such as visits and residential opportunities.

The senior leadership team has established a drive for improvement. Good support for middle leaders has enabled the school to improve the breadth of the curriculum. Subject leaders' monitoring and tracking of pupils' attainment and learning and progress in English and mathematics is very well developed. This is less so in other subjects. Overall, self-

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evaluation is robust and accurate, the school knows what it has to do to become outstanding and it has a good capacity to improve.

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

- Within the next twelve months, raise attainment and the quality of pupils' learning and rates of progress by:
- ensuring all teaching matches that of the best through
- – regularly checking that all staff, in all subjects and in all year groups, provide good feedback to pupils so they know what to do to improve
- – ensuring the rigour introduced to raising attainment in English and mathematics is brought to bear on the teaching and quality of work produced in other subjects
- – ensuring the outside areas in the Early Years Foundation Stage are used more effectively to promote independent and investigative learning and support mathematical development.
- ensuring leaders of all subjects adopt the rigorous monitoring and evaluation practices seen in English and mathematics, to measure and improve pupils' attainment and their learning and progress.

## Outcomes for individuals and groups of pupils

2

Overall, learning and progress are good and improving. Learning seen in some lessons is at times exciting, deeply engaging and leads to high levels of enjoyment and rising attainment particularly in English and in mathematics. Pupils regularly work well together and, on occasion, impressively independently. For example, they sustain high levels of concentration while writing at length on the topic in hand. A very structured and consistent approach to pupils' literacy development has increased attainment in English to match that, which, has been consistently achieved in mathematics. Learning is satisfactory where tasks are not challenging or pupils are not given enough advice on how to improve their work. The attainment of boys, less strong in last year's national test, is now back in line with expectations.

Personal development is very strong due to the outstanding care, guidance and support pupils receive. Pupils feel very safe and act with high levels of maturity and responsibility in lessons and in the play areas. Behaviour is consistently good. There are growing elements of outstanding behaviour as more children become responsible for supporting others in their work and play. Pupils show very high levels of understanding of what it means to keep healthy and put their knowledge into practice through the high take-up of sports activities and healthy-eating options at lunchtimes. This is a very harmonious community where spiritual, moral, social and cultural skills are well developed across all year groups. Knowledge of other cultures is developed well but opportunities for first-hand experiences of other cultures are less well developed.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

There are high levels of consistency in the approach to teaching mathematics and these are now replicated in literacy. This is bearing fruit, as attainment and rates of progress in both subjects are improving in each key stage. Innovative approaches to teaching English and in grouping pupils by attainment across different year groups in mathematics are securing these improvements well. In the good and outstanding lessons teachers display strong subject knowledge, challenge pupils to think hard and use mature language skills so that the work produced is substantial, well argued and of a high quality. This was clearly demonstrated in a Year 6 group where pupils worked independently on a writing task in a calm, purposeful atmosphere, listening to classical music, for over 45 minutes. They were clearly enjoying demonstrating their skills of argument and persuasion – an impressive experience. There are pockets of satisfactory teaching where tasks are not stimulating and teachers' marking does not give sufficient support for pupils to improve their work. The level of intensity brought to the teaching of the core subjects of English and mathematics is not as well evidenced in other subjects. Consequently some of the work in pupils' topic books, for example, is not as detailed or as well presented as in the core subjects.

A good curriculum is enriched well by a range of experiences such as trips and residential visits. The Year 6 pupils spoke highly of and wrote at length about their recent residential trip, relishing the experience of working together in a challenging environment. The

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curriculum in English and mathematics is particularly strong, although opportunities for investigative work in mathematics are less well developed. Care, guidance and support arrangements are exemplary. Staff know individual pupils very well. The social, emotional and mental health needs of pupils are well met, including for those whose circumstances make them vulnerable. Pupils with special educational needs and/or disabilities are particularly well cared for by teachers and the many well-qualified teaching assistants. Transition arrangements into the school and on to secondary education are very good, as are the links with support agencies. Parents show exceptionally high levels of confidence in the staff of the school and high levels of satisfaction with the care, guidance and individual support provided for their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and deputy headteacher took up their posts soon after the previous inspection. Despite the very positive judgements arising from that inspection, they have not been complacent. They provide a high level of challenge to the staff who respond well to these increased expectations. Confidence in the leadership of the school by staff and parents and the community is very high. This enables the school to bring additional rigour to the teaching of English and mathematics, and gives confidence in staff to take on leadership roles. The leadership of English and mathematics has been particularly successful. Other middle leaders have a good understanding of how to broaden curriculum opportunities, though their skills in challenging teaching to ensure attainment is high and pupils are making consistently good progress are not fully developed. The school actively promotes community cohesion and is seen as an important part of the community by parents and local groups. Outstanding care and guidance ensures that equality of opportunity is promoted well and that procedures for tackling discrimination are effective. Safeguarding arrangements are robust and issues are rigorously followed through when any arise. There is a good range of expertise on the governing body which supports but also challenges the school well. Given the improving leadership, provision and outcomes, the school gives good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

By the end of Reception most children, including those with special educational needs and/or disabilities, have made good progress in their learning and personal development; they are broadly in line with national averages in attainment and above these in their personal development. The particularly good progress in their personal development helps them take responsibility, choose appropriately and form positive relationships with their peers and adults. They play well together, show good understanding of their personal safety and show considerable interest in the engaging activities organised for them.

Adults show a good understanding of children's learning, development and welfare needs, enabling them to plan good learning experiences which match children's interests and needs. Teachers generally make good use of available resources and are well supported by well-qualified teaching assistants and an engaging learning environment. A relative weakness is that the outdoor area is not sufficiently well used to promote independent, investigative learning and mathematical development.

Assessment information is used well to plan practical and engaging activities that meet the changing needs of children and also to accurately monitor their progress. All adults display a very caring manner which builds children's self-esteem effectively. Strong relationships with parents and carers and outside agencies quickly help pupils settle and progress. Children's behaviour is managed well. They are kept and feel safe and their welfare needs are catered for well, which leads to rapid gains in their personal development. The overall curriculum and experience provided for all is good.

The Early Years Foundation Stage is well led by an enthusiastic and determined leader who is keen to improve the quality of provision and the children's outcomes. Strengths and weaknesses have been clearly identified and good plans drawn up to address these



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weaknesses and build on strengths. Staff are well deployed to meet the needs of individual children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers are supportive of all the school offers. They are fully confident that the school keeps their children safe, helps their children have a healthy lifestyle, teaches their children well, and is well led. They are happy with their children's experiences at school.

Inspectors found the school to be well led and a safe place for pupils. Systems of care and guidance were seen to be outstanding and the vast majority of teaching is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parklee Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	18	28	1	2	0	0
The school keeps my child safe	49	77	15	23	0	0	0	0
My school informs me about my child's progress	39	61	23	36	2	3	0	0
My child is making enough progress at this school	43	67	20	31	1	2	0	0
The teaching is good at this school	42	66	22	34	0	0	0	0
The school helps me to support my child's learning	39	61	24	38	1	2	0	0
The school helps my child to have a healthy lifestyle	38	59	25	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	53	27	42	0	0	0	0
The school meets my child's particular needs	38	59	26	41	0	0	0	0
The school deals effectively with unacceptable behaviour	35	55	27	42	0	0	0	0
The school takes account of my suggestions and concerns	30	47	33	52	0	0	0	0
The school is led and managed effectively	40	63	24	38	0	0	0	0
Overall, I am happy with my child's experience at this school	47	73	17	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



21 March 2011

Dear Pupils

**Inspection of Parklee Community School, Atherton, M46 0AR**

Thank you all for welcoming us to your school, particularly all the pupils who we spoke to around the school or observed in lessons. You were a delight to meet. We think you go to a good and improving school. We, like you and your parents and carers, think it is well led by your headteacher and her staff and you are well taught, particularly in English and in mathematics. We judge that you make good progress and your attainment, while average at the moment, is improving. We noticed that work in your topic books does not always match the high standard seen in your English and mathematics books. To make this better we have suggested that your teachers should plan all lessons so they are as good as the best we have seen and you can help this by ensuring you work hard at all times. We also think that those teachers who lead other subjects should monitor your attainment more closely to be sure you are making good progress. We judged that your work in the Nursery and Reception was good but it would help if you had more opportunities to work in the outside area on independent investigations and on more mathematics activities.

We were most impressed by how mature and grown up you are across the school and particularly by Year 6. You are a credit to yourselves, the school staff and your parents and carers. It was great fun talking to the Year 5 dance troupe in the playground and watching their impressive self-choreographed display, and seeing Year 6 working busily and quietly while listening to music in an English lesson – very mature behaviour indeed! It is very clear that you feel very safe and enjoy all that the school provides. We recognise that this is due to the outstanding care, guidance and support you receive. The 'SUMO' work, for instance, helps you seize-the-day, an exhortation which we saw on display in classrooms and corridors. Through this and other activities you become mature, thoughtful and determined, even when activities are very challenging.

Yours sincerely

Mike McLachlan

Lead inspector

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