

Parkroyal Community School

Inspection report

Unique Reference Number	111016
Local authority	Cheshire East
Inspection number	395437
Inspection dates	14–15 June 2012
Lead inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair	Martin Wood
Headteacher	Caron Corden
Date of previous school inspection	11 January 2008
School address	Lyon Street Macclesfield SK11 6QX
Telephone number	01625 426083
Fax number	01625 617358
Email address	admin@parkroyal.cheshire.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Nigel Cromey-Hawke
Alan Parkinson
Paul Latham

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons taught by 15 teachers. They also held meetings with members of the governing body, staff, parents and carers and groups of pupils. Inspectors observed the school's work, and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, relevant policies and performance data. Inspectors took account of the responses to the online (Parent View) survey in planning the inspection. They also scrutinised questionnaires from 171 parents and carers, 20 staff and 100 pupils.

Information about the school

This is a much larger than average-sized primary school. The profile of the school has changed significantly since the previous inspection. The vast majority of pupils is of White British heritage, with an increasing number of Asian and White Other pupils. The proportion of pupils who speak English as an additional language is now above average and rising rapidly. The proportion of pupils known to be eligible for free school meals is average but also increasing. The proportion of pupils supported at School Action Plus or with a statement of special educational need is well above average and, again, increasing. The school meets the government's floor standard, which sets the minimum expectations for pupils' attainment and progress. The school operates its own before- and after-school club and holiday provision. A larger number of pupils than is usual has left or joined the school over the last two years due to local demographic changes. There have been significant staffing changes recently. The school has many awards, including Healthy Schools' status, Artsmark Gold and the Green Flag Award.

There is an independently-managed nursery on site that is subject to a separate inspection. The report for this can be found on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Its main strengths are its welcoming and inclusive ethos and its good teaching. Parkroyal is not yet outstanding because a minority of teaching is only satisfactory, there is limited outdoor provision for the Reception classes and the middle leadership role is underdeveloped
- Achievement is good because all groups of pupils progress well. The changing profile of the school’s intake has presented challenges to the school, but it has responded well and adapted its provision to meet the wider range of needs this presents. In 2011 there was a dip in performance by more-able pupils, but this has been remedied and they are also now making good progress. Attainment by the time pupils leave at the end of Key Stage 2 is average, but improving rapidly. Attainment in reading at Year 6 is above average.
- Teaching is good with examples of outstanding practice. Collaborative learning approaches and the practice of pupils assessing their own work and that of others are characteristics of the best lessons. Teaching for pupils with special educational needs, those who join the school part-way through a year and those whose first language is not English is good and ensures that these groups make good progress. The small amount of satisfactory lessons lacks this challenge and rigour, but the school has this in hand.
- Pupils’ behaviour is good. Pupils feel safe and clearly enjoy being at school. Attendance is average, but improving strongly.
- Leadership and management are good, with a determined drive for improvement by all staff. Robust management of performance has meant that the quality of teaching has improved, despite personnel and pupil changes. The curriculum has been successfully adapted to reflect the different range of pupils’ needs now evident within the school. The monitoring role of team leaders for teaching and learning is underdeveloped, however, as is the use of pupils’ views about their own learning.

What does the school need to do to improve further?

- Improve the quality of resourcing within the Early Years Foundation Stage outdoor area, so that all aspects of learning can be more effectively accessed there.
- Take more account of pupils' views about their learning and personal development in planning teaching and the school's provision.
- Develop the monitoring role of team leaders so that they have a better understanding of the quality of teaching and learning in their areas, in support of the school's drive for improvement.

Main Report

Achievement of pupils

Pupils enjoy learning within the school and respond well to good and often outstanding teaching. Many lessons are imaginative and develop pupils' skills in reading, writing, numeracy and communication well. For example, in a mathematics lesson, learning was outstanding as the experiences gained on a visit to a woodland nature reserve were used to great effect to establish children's understanding of symmetry and shape in relation to butterflies. Parents and carers are almost universally of the view that their children make good progress within the school, that it meets their needs effectively and prepares them well for the next stage in their education. Inspection findings support this view.

Children join the Early Years Foundation Stage with skills and knowledge generally below those expected for their age, although this varies year on year. There is a good balance of teacher-led and child-initiated activities within the Reception classes and teaching that is never less than good and sometimes outstanding. Consequently, children make good progress in this setting. Good relationships and the caring ethos across the school ensure that pupils settle quickly, no matter at what point they join the school. Attainment over time by the end of Key Stage 2 is broadly average and in the current Years 5 and 6, above average. The teaching of reading is a particular strength of the school. As a result, attainment in reading by the end of Year 2 matches national expectations and by Year 6 is above average.

Staffing difficulties and the loss of a high proportion of upper Key Stage 2 pupils last year as parents changed preferences for local high schools resulted in a dip in the number of higher grades gained last year. This gap was quickly identified and has been successfully closed. School information, lesson observations and scrutiny of pupils' work confirm that the large majority of pupils is making better than expected progress from their starting points than similar pupils nationally. This includes disabled pupils and those with special educational needs. The highly-focused provision for pupils with a statement of special education need ensures that their often highly complex needs are met well and they make good progress. Pupils whose first language is not English also make good, and often accelerated progress, as do

Asian and other ethnic groups and pupils eligible for free school meals. Inspection evidence shows that most pupils are on track to meet the challenging targets the school has set and that achievement across the school is therefore good.

Quality of teaching

A very high proportion of parents and carers, and pupils, rightly believe that the quality of teaching within the school is good. Inspectors also witnessed outstanding teaching and a small amount that was satisfactory. The teaching of reading is a strength, helped by Year 6 pupils who act as highly-effective reading buddies to Reception children. The curriculum has been adapted well to meet the needs of the changing profile of pupils within the school. The school recognises, however, that despite significant upgrading of the Early Years Foundation Stage building, its outdoor area remains underdeveloped and limits these children's full access to all the required areas of learning.

The school has embarked upon a programme of teaching that focuses upon co-operative strategies, where pupils help each other out in their learning activities. This is proving highly effective in building teamwork and, through the extensive use of pupils' assessment of each other's work, is developing their understanding of new areas of learning well. In one humanities lesson, for example, the teacher made outstanding use of her recent visit to a school in Kenya. It stimulated a challenging and vibrant lesson that drew out notions of similarities and differences in other cultures that were then recorded through artwork and extended writing activities. Pupils evaluated each other's contributions against identified criteria and high quality learning resulted. The impact of this provision upon pupils' spiritual, moral, social and cultural development, and their knowledge and understanding of the world, was significant.

Teachers and their assistants challenge and extend pupils well, through timely interventions to clarify misconceptions and areas of weaker understanding and through the use of individual pupil learning targets. The teaching of disabled pupils and those with special educational needs is especially well supported by the good provision operated within the Communication Group setting. Satisfactory lessons are characterised by a lack of pace and challenge and the variable use of assessment guidelines to support independent learning, but the school is tackling this robustly through a programme of professional development, the impact of which is already beginning to be seen.

Behaviour and safety of pupils

Pupils' behaviour over time within lessons and around the school is good. Virtually all parents and carers who responded to the inspection questionnaire consider that the school keeps their children very safe, meets their needs and that behaviour is good. Exclusions are very rare. There is a rich and varied programme of personal, social, health and citizenship education that promotes pupils' personal development in these areas well and contributes to their good understanding of how to stay safe. Pupils have high expectations regarding behaviour and a small minority believes that it could be better. Inspection evidence and school records over time show that the levels of incidents of poor behaviour are very low. Pupils of all ages are confident

that bullying of any kind, as in cyber-bullying, racist incidents, bullying of pupils with special educational needs and bullying by or of minority groups, is low. When it is encountered, it is dealt with effectively.

The shared learning approaches featured within lessons help pupils to understand the needs and personalities of others, and this is evident through the strongly co-operative, inclusive and harmonious atmosphere within the school. Pupils help each other out as trained playground friends, and are actively involved in the daily running of the school through the school and eco-councils, reflecting the school's awards. Many pupils take advantage of the before- and after-school club and enjoy the holiday activities provided. Attendance over time is average, but improving strongly, with levels of persistent absence now well below those of similar schools. Punctuality to school and to lessons is good.

Leadership and management

Senior leaders and managers have responded well to the changing make-up of the school since the previous inspection. Drawing upon its wide range of skills the governing body has supported and challenged the school well. They have worked well with the dynamic headteacher to consolidate staffing, improve the small amount of weaker teaching through focused professional training and build a new senior leadership team over the last three years. Attendance has been considerably improved, the Early Years Foundation Stage significantly re-housed and restaffed, and achievement consolidated. A comprehensive team structure for curriculum subjects has been introduced in which all staff, including teaching assistants and governors, are actively involved. This includes contributing to the termly pupil progress meetings that check on any underachievement and focus the school's extensive programme of support strategies. There is a comprehensive cycle of lesson observation and monitoring of the quality of provision by senior leaders, but this has yet to be fully extended to involve the team leaders. As a result, some of them do not have a fully-developed understanding of the quality of teaching and learning within their areas. Nevertheless, the school knows its strengths and weaknesses well and has well-focused plans in place for bringing about further change. As a result, the school's capacity for sustained improvement is good.

The curriculum is broad, balanced and stimulating, with a clear focus upon literacy and numeracy and modern languages. Links with the on-site nursery are good and ensure a smooth transition for children between each placement. The use of the arts to promote an understanding of cross-curricular topics across all ages and stages within the school is especially good, reflecting the school's award in this area. The curriculum makes extensive use of visits and visitors and good international links to enrich pupils' experiences. As such, it promotes pupils' spiritual, moral, social and cultural development well.

There are strong links with parents and carers, with the result that the overwhelming majority of them feels well-informed and well-supported in helping their children learn. Some pupils correctly identified, however, that the school does not take their views about their learning into sufficient account. Inspectors agree with this. Safeguarding practices meet requirements. The promotion of equal opportunities is good, with examples of discrimination rare and, if met, dealt with well.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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 up 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



18 June 2012

Dear Pupils

Inspection of Parkroyal Community School, Macclesfield, SK11 6QX

Thank you for the warm welcome you gave me and my colleagues when we inspected your school recently. Parkroyal is a good school. You benefit from good, and sometimes outstanding teaching that helps you make good progress in your learning. This is especially the case in the Reception classes, in Key Stage 1, Year 3 and in Upper Key Stage 2. By the time you leave the school in Year 6, the attainment for most of you is broadly average, but improving rapidly. Those of you who are disabled or have special educational needs also make good progress, helped by the specialist support you receive. The school looks after you very well, you say you feel very safe and you obviously enjoy your learning. Your behaviour is good and your attendance, although average, is improving fast. Well done! Senior staff, and especially the headteacher and governors, lead the school well and are increasingly bringing about improvements.

To make your school better, we have asked the headteacher, staff and governors to:

- improve the quality of resources within the outdoor area so that all areas of learning for Reception classes can be more effectively covered
- involve you more extensively in discussions about your learning to give the school a better idea of how to improve its teaching
- involve team leaders more fully in the observation of lessons so that they have a better understanding of what is happening in their areas of responsibility.

You can help by telling your teachers how best you learn, and if you have any problems. I hope you continue to enjoy your learning and do well.

Yours sincerely

Nigel Cromey-Hawke
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.