



# Park Road Primary School

## Inspection Report

**Unique Reference Number** 106287  
**LEA** Trafford  
**Inspection number** 277526  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Mr George Crowther CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Frieston Road
<b>School category</b>	Community		Timperley
<b>Age range of pupils</b>	4 to 11		Altrincham, Cheshire WA14 5AP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9724820
<b>Number on roll</b>	260	<b>Fax number</b>	0161 9724829
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Marshall
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr N Carr

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This average-size school has a nursery with 24 full-time and two part-time places. About two-thirds of the children live close by; the rest travel from further away, owing to parental choice. Family circumstances are more favourable than the national picture. The proportion of children eligible for free school meals is low. The proportion of children with learning difficulties or disabilities is below average. A few children are from minority ethnic heritages; five are at the early stages of learning English. In 2002 and 2003, the school gained a School Achievement Award. It also has a Sports Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Park Road is a good school with several outstanding features. It has a very clear view of its own effectiveness and a strong desire and capacity to become even better.

Children make consistently good progress and, by Year 6, reach high standards in English, mathematics and science. An outstanding feature is that national test results have been consistently high for five years. Measures of children's progress from Year 2 to Year 6 generally show they do significantly better than in most schools; exceptional results in 2003 placed the school in the top 2 per cent nationally. Following the 2004 results, the school acted swiftly to tackle a relative weakness in writing, particularly for boys; this remains a priority.

The school is right to say that children's personal development is good. Children's attitudes to school and their behaviour are exemplary, reflecting good standards of care and guidance and excellent relationships.

Teaching and learning are good overall but, with changes of staff, the school recognises the need to ensure that all teaching is as good as the best, which is outstanding. The curriculum is well-planned, rich and varied, with outstanding opportunities beyond lessons. Foundation Stage provision is good and very strong in the reception class. By Year 1, children reach better than expected standards.

The headteacher's leadership of the school is outstanding. He sees what needs to be done to make the school even better, and he takes the staff with him using a well-judged balance of support and challenge. As a result, he is well supported by all the staff and they share his determination. Self-evaluation is accurate and leads to improvement.

### **What the school should do to improve further**

- Raise standards in writing even further, by pursuing the effective strategies already in place.
- Improve the quality of teaching and learning even further, by continuing the effective monitoring of lessons and providing support and challenge to help teachers strengthen their skills.

## **Achievement and standards**

### **Grade: 2**

Children achieve well. They make good progress in the nursery and reception classes and, by Year 1, reach better than expected standards. Year 2 national tests show that children continue to make good progress, reaching well above average standards. By Year 6, standards in English, mathematics and science are high. Measures of children's progress from Year 2 to Year 6 show that they do significantly better than those in most schools. Good teaching and a rich curriculum ensure that all children do well.

The school sets challenging targets for learners, which are almost always met and often exceeded.

Standards in writing, particularly for the boys, were a weakness, but the school has implemented new teaching methods, which raised standards in the most recent national tests. Since the last inspection, a weakness in mathematics for younger children has been dealt with successfully.

Children with learning difficulties, and the few learning English as an additional language, make good progress because learning targets are well matched to the work they do in lessons; they get good support from teachers and teaching assistants. Progress for more able children, including those with particular gifts and talents, is also good.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good, including their spiritual, moral, social and cultural development. Children's attitudes to school are outstanding. They are enthusiastic in lessons and take great pains to 'reach for the stars' – their personal targets. Parents overwhelmingly say their children are, 'happy, confident and excited to learn'. Excellent behaviour seems to come naturally but is underpinned by exceedingly high expectations. For example, at the end of play time, the teacher only has to stand in the playground at a particular point and children naturally return to class in a sensible fashion.

Children show maturity beyond their years and work together sensibly in tackling practical tasks and many responsibilities. They are respectful of the traditions, cultures and beliefs of others. The productive school council helps children understand citizenship and the wider community. Children have many opportunities to express their opinions. They like the way staff not only listen to their ideas but help implement them, such as a talent show or fundraising. Children understand the importance of healthy eating and exercise; they enjoy tasting new food and joining the wealth of sports clubs. Habits of good attendance and punctuality, together with the children's good progress in numeracy, literacy and work with computers, help them to prepare well for the work place.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, and outstanding in some lessons. Following staff changes, the school has good strategies to improve further the quality of teaching.

Lessons are generally well planned to meet children's needs. Lively teaching encourages the children to participate; they are eager to learn. Teachers' good management and organisation of children's learning is based on excellent relationships. These strengths

ensure children enjoy learning and make at least good progress in most lessons. Outstanding lessons are full of pace and challenge and children make rapid progress. In a few lessons, the pace of learning slackens and children are not challenged sufficiently. Teaching assistants provide good support for individuals and small groups. Parents say they feel well involved in their children's learning.

There are good systems for assessing children's attainment and tracking their progress. These often have a direct impact on children's learning, such as in writing, where learning targets are linked closely to the skills children need to learn next. Careful assessment of children who have learning difficulties and the setting of precise learning targets help them to make good progress. Teachers assess children's learning on a day-to-day basis, as seen in detailed, informal assessments made in the Foundation Stage. As yet, however, what teachers know about children's existing skills is not used consistently in all classes to ensure that work is appropriately challenging.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with some outstanding features. It is effectively planned and organised, which helps all children to build their skills and knowledge step by step. A strong emphasis on literacy and numeracy promotes high standards. A rich variety of activities such as drama and French, stimulates children's enjoyment of learning. An exciting innovation, 'The Learning Street', is a series of shops and resources in the main corridor, which encourages children to be active learners. It contributes well to their understanding of cultural diversity and their economic awareness. Activities outside lessons are outstanding in range and quality, well attended, and much appreciated by children and parents. The personal, social and health education programme is effective.

The curriculum very successfully meets the needs of children with learning difficulties. High-quality plans for these children's learning are linked closely to work in lessons. Children with particular gifts and talents have been identified and suitable programmes of work provided.

## **Care, guidance and support**

### **Grade: 2**

The school cares for children well. It meets very successfully its aim to provide a happy, caring and secure environment where all children have equal opportunities to grow and are given great confidence to learn. This is a significant factor in the high standards achieved, which prepare children well for their future. Arrangements to ensure children's well-being are clear and well understood. Punctuality is taken very seriously; the headteacher telephones a child who has not arrived to ask that they hurry up. Staff are well trained in matters of care, know children well and keep close records of their progress. Child protection arrangements are very clear. Children who have learning difficulties and those learning English as an additional language receive good support and make the same good progress as other children. Parents say staff are readily

available to discuss children's progress and any concerns. One parent said, 'I feel strongly supported and listened to'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, with some outstanding features. The headteacher's excellent leadership places a strong emphasis on maximising the quality of teaching and learning, which drives both staff and children to do their best. He enables the leadership team to play an effective role in the management of the school. Governors know the school well, provide considerable support, and challenge it to improve further. Parents show strong support for the way the school is run.

Good procedures for evaluating the work of the school, and seeking improvements, are based on a culture of 'improving on previous best'. For example, after detecting some weaknesses in children's writing skills, the school took swift action so that results in the latest national tests have improved significantly. The school monitors the quality of teaching effectively. Teachers can video their lessons so they can analyse and improve their teaching. These strengths, alongside the school's good track record of dealing with the few issues from the last inspection, give the school a good capacity to improve further.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, a team of inspectors visited your school last week to find out if your school is giving you the education you should receive. Thank you for making us feel so welcome. We enjoyed talking with you and finding out about the things you enjoy doing. We thought you were all very friendly and helpful and I particularly enjoyed the company of the groups of children I sat with when I was having my lunches.

We think there are lots of things your school does very well, but we also think there are one or two ways in which your school can help you to learn even better. The things we particularly like are:

- everyone is very friendly and helpful and so your school is a happy place to be
- your teachers make learning interesting and so you enjoy your lessons
- you work very hard and you are very keen to do your best
- your school cares for everyone equally well
- the Learning Street has lots of opportunities for interesting activities
- you enjoy the outstanding range of clubs and activities outside lessons
- your interesting work displayed around the school
- the excellent way you all behave towards each other and your teachers.

We have asked your teachers to improve two things to make your school even better:

- we know you have already been working hard to improve your writing, but we have asked your teachers to carry on helping you to improve even more because writing is such an important skill
- we want your teachers to get even better at making sure you have to work really hard in lessons and so we have asked them to think of even more interesting and challenging work to give you.

Thank you for helping us so much with the inspection of your school. We all hope you will carry on enjoying learning and helping your teachers to make Park Road Primary School a good place to be.