



# Park Road Primary School

## Inspection Report

**Unique Reference Number** 106297  
**LEA** Trafford  
**Inspection number** 277528  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mr Michael McIlroy HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Abbey Road
<b>School category</b>	Community		Sale
<b>Age range of pupils</b>	3 to 11		Cheshire M33 6HT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 973 1392
<b>Number on roll</b>	238	<b>Fax number</b>	0161 973 4767
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Tina Dewsnip
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs Elizabeth Clover

Age group	Inspection dates	Inspection number
3 to 11	7 December 2005 - 8 December 2005	277528

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

Park Road Primary School is smaller than average and serves a residential area of Sale in Manchester. The area enjoys lower levels of deprivation than is the case nationally. The school buildings are spacious and there are ample playing fields.

The school has 193 pupils on roll and admits children from the age of 3 into its nursery. Just under 6% of pupils are entitled to free school meals which is lower than the national average. The proportion of pupils identified as having learning difficulties and/or disabilities is 8% which is well below the national average and 13% are from minority ethnic backgrounds. Just over 8% of pupils are learning English as a second language.

The school has been awarded the Basic Skills Agency's Quality Mark twice and has won a national award for information and communication technology (ICT).

## 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 Primary is a good school with a number of outstanding features. Pupils make very good progress and achieve particularly well in the core subjects. Pupils make good progress in the Foundation Stage.

Teaching is usually good. It is characterised by a commitment to raising standards, good relationships, and high expectations. The best teaching routinely gives pupils responsibility for their own learning and this helps pupils to flourish.

The system for assessing the pupils' overall progress in English and mathematics is outstanding. Because of this, most make good progress and some do even better than this. However, inspectors agree with the school that the day-to-day use of assessment to set short term learning targets for pupils could improve. Some innovative work on teaching foundation subjects has begun and useful plans for assessing the pupils' progress in these subjects are in place.

The personal development of pupils is good. It is enriched by outstanding extra curricular opportunities. Pupils feel safe and secure in school. The work done by older pupils to help others resolve difficulties if they arise is outstanding. Pupils with learning difficulties and/or disabilities are very well looked after and supported. This is an inclusive school where every child matters.

The headteacher provides outstanding leadership. Her determination to succeed has led directly to the steady improvement in academic results over the last five years. This is an improving school and there is good capacity to improve further. Good progress has been made in addressing the issues raised in the last inspection report and there has been a notable increase in improvement to pupil performance, particularly in the nursery and in Key Stage 2. The school gives outstanding value for money.

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

- Improve the day-to-day assessment of work across the school.
- Ensure that the best features of good teaching and learning are shared throughout the school.
- Ensure that the innovative approach to teaching the foundation subjects leads to the highest standards in the quality and quantity of pupil work.

## **Achievement and standards**

### **Grade: 2**

Inspectors agree with the school's view that standards and achievement are good overall. Test results have improved steadily over the last five years and many pupils reach high standards in English, mathematics and science by the time they leave the school.

The quality and standards in the Foundation Stage are good. The care and teaching pupils receive ensures good progress and above average standards in all the areas of

learning by the end of Reception. Most pupils enter the Foundation Stage with average standards for their age in all the areas of learning. By the time they start Year 1 they have made good progress and are working above the level expected. This good progress continues in Key Stage 1 and the pupils achieved well in the most recent Year 2 tests, particularly in reading and mathematics. Nearly half of the pupils achieved the higher Level 3 in reading.

Pupils make even better progress in English and mathematics during Key Stage 2. In 2004, the pupils achieved outstanding results in national tests at Key Stage 2 and did very well in mathematics and science in 2005. However, some pupils did less well in English. Performance in mathematics has been particularly strong over the last three years. Targets set for Year 6 pupil performance are regularly met or exceeded.

Pupils with learning difficulties and/or disabilities often make better progress than similar pupils nationally. Moreover, no group of pupils in the school underachieves significantly and most able pupils usually do very well.

In lessons visited by inspectors, pupils mostly made good progress and achieved standards at least above those expected for their age.

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

### **Grade: 2**

Inspectors agree with the school's judgement that pupils' personal development is good.

Pupils behave well and relationships are good across the school. They respond positively to their teachers and delight in their own achievements and those of the school. Parents are equally impressed by the school's work. One wrote 'my daughter learned more in a term than in a whole year at her previous school'. Pupils are strongly encouraged to show initiative from an early age and the 'Personal Capabilities' initiative is a notable feature of school life. The school council contributed enthusiastically to the winning of the prestigious bronze Eco Award, and monitors assist in the library and computer suite. Pupils are keen to attend the wide range of extra-curricular activities run by dedicated staff. For example, pupils speak enthusiastically of visits to places such as Chester. Pupil attendance and punctuality are good.

Spiritual, moral, social and cultural development is good. Teaching about different religions and citizenship is reinforced through assemblies and striking displays. Artists and outside speakers visit regularly. The school has won an award for anti-racism and achieved Healthy Schools status. It actively promotes health through its physical education programme and its sex and drugs education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the school's judgement that teaching is good overall.

In the best lessons, teachers ensure that pupils start working quickly and expect them to be independent and to think for themselves. Planning is detailed and the work set is matched accurately to the pupils' abilities, including for the most able, where expectations are high. Constant encouragement ensures that the pace of learning is quick. At the end of lessons, teachers ask questions that reinforce and extend knowledge and understanding. Resources are used imaginatively, including the few interactive whiteboards.

In less effective lessons, teachers sometimes give more examples than are needed. This makes the work less challenging than it ought to be and occasionally causes the pupils' attention to wander, slowing the rate of work.

The school has identified that not all pupils know their targets or how to improve their work. It recognises the need to develop aspects of marking and day-to-day assessment so that pupils have the information they need about how to move forward with their learning.

Very good use is made of the limited number of teaching assistants at the school. Their work contributes to the progress made by pupils, for example those with English as a second language. They also help record in detail the progress of low attaining pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school's view is that the curriculum is good and inspectors agree. The school has, very successfully, improved the quality of the work in the core subjects and there are useful plans to extend this across the curriculum.

The school has adopted an innovative approach to teaching foundation subjects which gives greater and more flexible opportunities for exploring subjects from different points of view. Statutory requirements are met. However the timetabling arrangements for ensuring that a suitable amount of time is spent learning about each subject lack some formality and require strengthening. Plans for assessing the pupils' achievement in the foundation subjects are in development.

There is a strong focus on ICT. Good use is made of the school's spacious accommodation and carefully purchased resources contribute to pupils' learning and enjoyment. Good links exist with the wider community. For example, pupils visit a local day care centre for disabled adults. A wide variety of clubs, activities and initiatives enrich the pupils' experience and foster a love of learning.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. They feel safe and secure in its welcoming environment. The belief that every child matters is at the heart of the school's work. One outstanding feature of care is the Peer Mediation Scheme, where trained Year 6 pupils act as counsellors when pupils need help in resolving problems. Pupils speak

convincingly of how they have been helped by this. Along with careful staff supervision, this results in a cooperative and friendly atmosphere throughout the school. Child protection and health and safety procedures are well established and good liaison exists with outside agencies. The few pupils with learning difficulties and/or disabilities are very well provided for. They are supported by caring staff and well used individual education plans. One parent stated that 'every effort has been made' to help her child. Arrangements for setting the pupils' end of key stage targets and checking on their progress are robust but inspectors agree with the school that day-to-day use of assessment across all subjects, including marking, needs to be uniformly and consistently applied across the school.

## **Leadership and management**

### **Grade: 2**

The school judges leadership and management to be good overall. Inspectors agree with this although they judge the headteacher's leadership to be outstanding. Her vision for improving achievement is being realised. Her relentless commitment to improvement for all pupils has led to a steady rise in standards and an increase in the rate of pupil's progress. The headteacher and her leadership team, including the very effective deputy headteacher, have created a culture of care and high expectations which lead to academic success. Consequently, most pupils flourish. Pupils with learning difficulties and/or disabilities achieve well and their support is well coordinated. The Foundation Stage coordinator leads her department well. Pupils thrive in the warm and welcoming atmosphere in the nursery and Reception class.

There is an effective whole school system of assessment in English and mathematics. Information from this and from checks on pupil progress towards challenging targets, are used to pinpoint weaknesses in performance. In some classes, however, this is not done consistently or in enough depth. Moreover, the school recognises the need to strengthen the use of assessment in the foundation subjects.

Parents and pupils are frequently consulted and this often leads to improvements in school provision.

Governance of the school is good. Governors are supportive yet challenging. There is good capacity for improvement at the school.

In relative terms, resources are limited but they are deployed very carefully so that pupils achieve well, and many do even better than this. Consequently, the school provides outstanding value for money.

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## 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	2	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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**

Thank you for being so polite and helpful to us when we came to visit your school recently. We really enjoyed it and coming to your lessons.

We think that your school is very good. Here are some of the best things about it.

- You behave very well.
- Your teachers work very hard and help you do the best you can.
- Your headteacher is outstanding.
- You do really good work in school especially in literacy, mathematics and science.
- You have worked hard to win a lot of awards.
- You have lots of clubs and things to do outside of lessons.
- Your school helps you grow up responsibly and safely and we like the way you help each other.

We have asked your school to make some things even better. These are to:

- explain a bit more what you need to do to get even better in lessons
- get you all involved in doing things right at the start of every lesson
- make sure you do lots of really good work in subjects like history and geography.

You can help your teachers with this by continuing to work hard and enjoy your lessons. We wish you all the very best for the future.