



Park Road Community Primary School

Inspection Report

Unique Reference Number 111192
LEA Warrington
Inspection number 278616
Inspection dates 27 March 2006 to 28 March 2006
Reporting inspector Mrs Delia Hiscock CfBT Lead Inspector

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

Type of school	Primary	School address	Wroxham Road
School category	Community		Great Sankey
Age range of pupils	5 to 11		Warrington, Cheshire WA5 3EF
Gender of pupils	Mixed	Telephone number	01925 723550
Number on roll	214	Fax number	01925 721580
Appropriate authority	The governing body	Chair of governors	Mrs Helen Earps
Date of previous inspection	18 October 1999	Headteacher	Mrs Helen Pegman

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is located on the outskirts of Warrington and serves an urban community with a degree of social advantage. The proportion of pupils with learning difficulties and/or disabilities (LDD) is lower than average. The vast majority of pupils are of white British heritage. A tiny number of pupils are learning to speak English. The proportion of pupils eligible for free school meals is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. It is popular in the local community and is over-subscribed. Inspection findings match the school's view that it provides a good standard of education. Since the previous inspection, the outstanding leadership of the headteacher and deputy headteacher has successfully given the school a new sense of direction and has enriched the curriculum, following a period of significant staffing changes. The school now has a professional team of subject leaders who, with strong governance, and very supportive parents, have already contributed to the very good improvements. These include provision for information and communication technology (ICT), the Foundation Stage, the quality of teaching and learning, and the outstanding level of care, support and guidance, that places pupils at the heart of the school's work. This is reflected in their good level of attendance, personal development and enjoyment of school.

Good teaching often makes lessons exciting and pupils know what they are to learn next. Consequently, standards are rising, as is pupils' achievement. Improvements in writing have lifted attainment in English to above average. Standards in mathematics and science are average and improving. There is scope for more challenge to be set for more able mathematicians, however. The school has developed very good capacity to improve further and shares its successful practice with other schools. Given the broadly average level of funding available to the school, it provides good value for money.

What the school should do to improve further

- Improve the achievement of more able mathematicians.
- Continue the drive to raise standards in mathematics and science to match those in English.

Achievement and standards

Grade: 2

Inspection evidence, including assessment information and pupils' work, confirms the school's view that all pupils achieve well, including those of minority ethnic heritage or who have LDD. Children start their Reception Year with broadly average skills. They make good progress to meet the goals expected for this age. In their personal development and in mathematics, their progress is very good.

Pupils continue to achieve well and attain expected levels by the end of Key Stage 1. The standards attained in Key Stage 2 are improving rapidly now because the school sets challenging targets and is starting to see the impact of its work to raise standards further. Much of this work was delayed because of significant changes in staffing over a period of four years. By the end of Key Stage 2, standards are above average in English now and broadly average in mathematics and science. There are many promising improvements in place that have yet to make a difference to test results. The school

could do more to challenge higher attaining pupils, in mathematics in particular. That said, the progress of pupils now is improving in each year group so the standards attained by pupils in mathematics and science are set to rise.

Personal development and well-being

Grade: 1

Pupils love school and have many positive things to say about it. Their personal development is good in almost every respect; in their understanding of their own feelings and their ability to express opinions in a sensible way, it is outstanding. The school successfully sows the seeds of good citizenship and pupils respond really well by contributing to the school community and beyond. They show high levels of care and concern for others, readily giving out praise and encouragement. Pupils with complex learning difficulties and/or disabilities settle well and always find a helping hand from their classmates.

Pupils actively contribute to the decision making within the school. When debating ideas, they show excellent collaborative skills. The school council fulfils an important role in canvassing opinions and is a listening ear for any problems. This makes pupils feel safe and they express very few concerns about bullying, racism or any other form of discrimination. The school values the customs of others and encourages parents and pupils from different cultures and faiths to share their experience. Consequently, there is a sound appreciation and awareness of the diversity of cultures within modern British society. While at school, most pupils drink water at regular intervals, eat healthily and take exercise. They know how to keep safe and follow a healthy lifestyle and understand some of the dangers of smoking and substance abuse.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and, for the most part, pupils make good progress. When asked what they like most about school, a noticeable number of pupils readily identify the excellent relationship that they have with their teachers; they also note that lessons are fun. Inspection findings uphold these views. Lessons involve a lot of exploratory activities and pupils are therefore well motivated, and learn through doing things for themselves. Teachers skilfully use a good range of ways to encourage pupils to think for themselves and take the initiative in their learning. The excellent teamwork between teachers and support assistants pays dividends in helping some pupils with LDD in managing their own behaviour.

Teachers plan lessons thoroughly and share their expectations for what will be achieved with pupils. They assess pupils' work accurately and mark it well so that pupils know how they can improve. Most lessons challenge pupils well, but some able mathematicians could make better progress. Opportunities to stretch them to the limit are sometimes missed. The school has been highly successful in developing homework

to the point where pupils say 'It's brilliant'. It is valued by parents and pupils as a means of sharing experiences and extending learning beyond the school day.

Curriculum and other activities

Grade: 2

Pupils say that their work is often exciting; this reflects the impact of the curriculum and activities offered by the school. Pupils' marked self-confidence is the result of the school's strong promotion of their skills in expressing themselves and their feelings. The high quality curriculum for personal, social, health and citizenship education (PSHCE) is a strength of the school. All statutory requirements are met.

Literacy, numeracy and ICT skills are promoted in a lively way. However, pupils who are more able in mathematics would benefit from greater challenge. The strong programme of basic skills teaching and opportunities to learn three modern foreign languages ensure that pupils leave well prepared for the next stages of their education and future world of work. The school is very much in tune with its parents and pupils' needs. This has resulted in changes to the curriculum and assures pupils that they can make a difference to the lives of others and can contribute well to the community. Pupils have plenty of good opportunities to enjoy activities after school. They are keen to take part, extend their skills and socialise.

Care, guidance and support

Grade: 1

The care, guidance and support the school provides for its pupils are outstanding. Arrangements to keep pupils safe and protected are very thorough, and staff are dedicated to ensuring the well-being of pupils in their care. Pupils feel they can readily talk about any concerns or worries they might have. All the pupils with LDD, including those with complex needs are very well supported by staff who ensure that they benefit from the same activities and their classmates. Equally, the tiny number of pupils who are learning English as a second language say that they get lots of help to make work 'easy to understand'. There are excellent arrangements in place to check pupils' personal development and academic progress. Pupils know how to improve their work, they link their targets to lessons, check how much headway they have made, and plan how to move on in the next series of lessons.

Leadership and management

Grade: 2

The school judges leadership and management to be good and inspectors agree. The leadership of the headteacher and deputy is outstanding. Together they have grasped the opportunity to build a relatively new and effective team in a short period of time. These changes have sparked an exciting period of development and innovation focused on making learning enjoyable and achievement good. A huge amount of training and development has been put in place to enable all staff to play an effective role in supporting the improvement strategies. There are now impressive foundations for

future development and very effective ways of working. Already, these have brought about pupils' excellent understanding of how to improve their work and substantial skills to equip them for life. This starts early on, where strong leadership of the Foundation Stage sets children off to a good start. Although many of these improvements have been rapid and substantial, the full impact on pupils' achievement has yet to be felt.

The school knows itself well. Rigorous evaluation of the quality of teaching and learning is embedding successful teaching methods. With the perceptive use of monitoring, the findings have led to changes in provision to better meet the needs of learners; this demonstrates the school's commitment to ensuring that all pupils have an equal chance to do their best. The views of parents and pupils are acted on very well. One result of this consultation is that homework now features exciting family opportunities that focus on interests and achievement rather than, as one pupil wrote, 'more of what we can't do'.

The governors are very active in the life of the school. They too know the school well and this informs their careful allocation of resources.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	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	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 very much for welcoming us into your school. We really enjoyed talking with you and finding out what you like best about your school. I am delighted to tell you that you have a good school. We think, like you, that all the adults take really good care of you and listen to what you say.

We particularly liked the homework you do. We think this is really good. We also like the way that you all behave and work so well together in lessons and around the school.

We can see that you enjoy lots of your lessons. Your teachers try hard to make lessons and all the things going on exciting and interesting for you. Teachers are especially good at explaining to you how you can improve your work and reach the targets you are aiming for. Lots of the activities and lessons - such as the languages you study, help to give you a good start in life.

We can see that you know how to keep healthy and safe, take exercise and are learning to take on responsibilities. These are the reasons why you are getting on well in your studies and becoming independent.

The important things we have asked your teachers to do are to:

- make sure that those of you who are really good at mathematics are stretched even more
- carry on helping you all to do even better in mathematics and science.

Good luck for the future. Keep working hard and enjoying your school.