



Park Primary School

Inspection Report

Unique Reference Number 119172
LEA Lancashire
Inspection number 280479
Inspection dates 31 October 2005 to 1 November 2005
Reporting inspector Stafford Evans

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

Type of school	Primary	School address	Rutland Street
School category	Community		Colne
Age range of pupils	4 to 11		Lancashire, BB8 0QJ
Gender of pupils	Mixed	Telephone number	01282 863225
Number on roll	302	Fax number	01282 865710
Appropriate authority	The governing body	Chair of governors	Mr R Latham
Date of previous inspection	1 October 2000	Headteacher	Mr J Hale

Age group 4 to 11	Inspection dates 31 October 2005 - 1 November 2005	Inspection number 280479
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Park Primary School serves an area near Colne town centre which is socially and economically disadvantaged, although some children travel to the school from across the town. It is an above average sized school. The proportion of children who have free school meals is higher than the national average. When they start school, many do not have the knowledge and skills which are typical of children their age. There are a few children from minority ethnic backgrounds. The proportion of children with learning difficulties and/or disabilities is above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Park Primary School is an improving school that provides an effective standard of education and satisfactory value for money. Pupils achieve satisfactorily by the time they leave the school. Standards are the same as those found in most schools nationally, but some higher attaining pupils underachieve. Children in the Foundation Stage make good progress and reach standards that are close to those expected of children of this age. The school provides a high level of care for its pupils. As a result, pupils' personal development is good. They enjoy coming to school because they feel safe, secure and know their efforts are valued. The sound teaching with good features ensures that most pupils' learning is effective as well as enjoyable. However, teachers do not always make sure that pupils do hard enough work in all lessons. The satisfactory curriculum puts a strong emphasis on creative work. The school has completed a good examination of why standards declined after the last inspection, and has put in place plans that are leading to higher standards. The overall leadership and management of the school are satisfactory, with the headteacher, ably supported by the deputy headteacher and subject leaders, providing good leadership. The inspectors concur with the school's self-evaluation. Its judgements are accurate about how the school is performing. The school development plan identifies correct priorities. However, it does not incorporate an effective way to measure the success or otherwise of the school's plans for improvement. The governors are supportive of the school, and provide satisfactory leadership. Parents hold the school in high regard, and report that they are happy with the quality of education and care their children receive.

not applicable

What the school should do to improve further

- Ensure all work accurately matches pupils' varying learning needs by making effective use of the information gained from assessing pupils.
- Put clear measurable targets in the school development plan to check whether initiatives have been successful or not.

Achievement and standards

Grade: 3

From a low starting point, children in the Foundation Stage and pupils in Years 1 and 2 achieve well. Most pupils in Years 3 to 6 achieve satisfactorily, but some higher attaining pupils underachieve, particularly in mathematics. The standards pupils reach by the end of Year 6, are broadly average when compared with all schools. Standards declined in 2002 and 2003 compared with standards achieved in the academic year of the last inspection but rose in 2004. This rise was followed by another dip in standards in 2005. However, inspection evidence indicates a rise in standards this school year, and the current Year 5 are on course to attain standards above the national average. There are good plans in place to ensure that there is an increase in the rate at which pupils make progress, which is now good in many lessons. These plans include better

use of information of pupils' performance in order to match work more accurately to their needs. Minority ethnic pupils achieve at least as well as their classmates. Pupils with learning difficulties and/or disabilities achieve satisfactorily. Pupils' targets for the standard they should achieve are set at a high level for most pupils, but these standards are not always attained because some pupils underachieve.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They have positive attitudes to learning, which is reflected in their enjoyment of school. In the last school year, exclusion rates were unusually high. The school has introduced a successful range of strategies for pupils whose behaviour gives cause for concern. As a result, the behaviour of the majority of pupils is good, and exclusion rates have declined substantially.

Pupils are keen to take on responsibilities, and older ones are very caring towards younger children. The recently formed school council has not had time to impact on pupils' personal development, however, they express high expectations about the influence they might have on the school.

Pupils are positive about their school and say that they get on well with staff and like coming to school. Through subjects such as art and design, they develop well their spiritual and cultural awareness. Religious education lessons help ensure that they develop a good awareness and understanding of different faiths and cultures. In assemblies, pupils make good use of the opportunities provided to raise their self-esteem, and for them to consider the impact of their actions on others.

Pupils try hard to adopt healthy lifestyles, and know a lot about healthy eating. They enjoy the sporting activities the school provides and know the value of exercise. Pupils develop the basic skills of literacy and numeracy to a sound level. They learn to work cooperatively and collaboratively, and as a team. Thus, they have a good basis from which to develop further skills for later working life. Attendance and punctuality are satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good features. Teachers are clear about what is to be taught and learnt, and this is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensure that they cover sufficient work. Teachers use a good range of teaching methods, such as whole class teaching, group and individual work. The very good relationships between teachers and pupils underpin the way teachers manage pupils' behaviour. Most pupils behave well in lessons and enjoy their learning. Pupils respond readily to the challenge of the work set and show a willingness to concentrate. However, teachers

do not always match work accurately to what higher attainers need to learn, and this adversely affects their learning. Marking is good in English, and helps pupils improve their work. However, in mathematics it is often ineffective because pupils are given little idea of how well they are doing and what they need to do to get to the next level in their learning. This slows the progress they make. Pupils with learning difficulties and/or difficulties receive good support from staff who help them learn. This ensures that they play a full part in all lessons.

Grade: 3

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs of most learners, with good provision for the creative arts. The Foundation Stage curriculum gives children a good start in school. Provision in information and communication technology has improved since the previous inspection and is now good. Pupils have satisfactory opportunities to use their basic skills of literacy and numeracy in other subjects. There is a strong emphasis placed on making learning an enjoyable experience and ensuring that pupils acquire basic skills. However, in some lessons, there are shortcomings in the provision made for higher attaining pupils because the school does not always plan sufficiently to extend their learning in mathematics and English in Years 3 to 6. The school provides a range of good experiences in art and design that result in standards above national expectations. A full programme of personal, social and health education is well planned to equip children with the awareness needed to cope with changes and dangers in their lives. Provision for pupils with learning difficulties and/or disabilities is satisfactory.

The range of extra-curricular activities is satisfactory, with sporting and cultural activities available during and after school. Organised visits and outings contribute satisfactorily to pupils' enjoyment and achievement.

Grade: 3

Care, guidance and support

Grade: 2

The school provides a good standard of care, guidance and support for its children. This makes a strong contribution to their personal development. Staff are fully committed to pupils' welfare. Secure child protection and health and safety arrangements are evident in the daily life of the school. Pupils agree that they have someone to go to if they are worried, and that they feel safe. This is because adults know the pupils very well and the close communication between school and home ensures a continuity of support and care throughout the school day. The 'Nurture Group' meets the needs of some vulnerable children very well.

The school successfully helps to shape learners' attitudes to health, including the importance of eating the right food and of taking regular exercise. Good links with

the community, such as with the neighbourhood police, help achieve a whole school approach to keeping safe.

When children start in the Reception, thorough procedures ensure that they settle quickly into school. Learners' progress is carefully monitored and tracked in English and mathematics, but teachers do not make the best use of this information to ensure higher attainers are always suitably challenged in lessons. Children with learning and behavioural difficulties receive good support. The school works closely with external agencies, parents and carers to help pupils to learn. The good links with the local high school ease pupils' transition to the next stage of their education.

Grade: 2

Leadership and management

Grade: 3

The overall leadership and management of the school are satisfactory. The headteacher provides good leadership. He has ensured that there is a high level of care that puts the pupils' well-being at the forefront of school life. This sets a good climate in which pupils can learn. He has provided clear direction that has led to improving standards. Everyone at the school is strongly committed to ensuring that all pupils have an equal chance of doing their best. The school has a sound understanding of the quality of teaching and learning. The school's self-evaluation is accurate and the school improvement plan is adequate. It reflects the school's strengths and weaknesses, and the areas for improvement. However, it does not provide a robust enough means of measuring the effectiveness of the initiatives. The targets set for pupils to attain are challenging, but not always met because higher attaining pupils underachieve. The deputy headteacher and subject leaders have a good understanding of their roles and are playing an important part in raising standards. The school has good capacity to improve because the leaders of the school are focused on raising standards as seen in the current improvements. The governors satisfactorily fulfil their responsibilities. They have a sound picture of how the school performs. Parents report that the school seeks their views and takes account of their suggestions and concerns.

Grade: 3

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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?	3	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	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

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2 November 2005

Dear Children,

We really enjoyed our visit to your school. Thank you very much for being so friendly and talking to us about all you do in school.

I would like to tell you what we thought about your school. You are right, it is a caring and safe school.

All the teachers and adults in the school care a lot for you and try to make sure you do well in your lessons.

The teachers try hard to make your lessons interesting and fun.

Your behaviour is good and you care a lot about each other. You really enjoy school.

You are taught about a lot of things. You know about staying safe, keeping fit and eating the right foods to make you healthy.

There are many smashing things about your school, especially the way everyone cares for each other.

To help make sure that everyone can do their best we have asked Mr Hale to:

make sure you know what to do to improve your work to a really good standard

be sure that the changes in the way that the school does things really helps you to learn more.

Stafford Evans

Lead Inspector

Annex B