



Parbold Douglas Church of England Primary School

Inspection Report

Unique Reference Number 119494
LEA Lancashire
Inspection number 280573
Inspection dates 22 June 2006 to 23 June 2006
Reporting inspector Mrs Judith Straw

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

Type of school	Primary	School address	Lancaster Lane
School category	Voluntary aided		Parbold
Age range of pupils	4 to 11		Wigan, Lancashire
Gender of pupils	Mixed	Telephone number	01257 462007
Number on roll	215	Fax number	01257 462199
Appropriate authority	The governing body	Chair of governors	Mr Brian McGucken
Date of previous inspection	1 September 2000	Headteacher	

Age group 4 to 11	Inspection dates 22 June 2006 - 23 June 2006	Inspection number 280573
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Parbold Douglas Church of England Primary School is an average sized primary school in a rural area. A below average proportion of pupils are entitled to free school meals and the majority of pupils are of White British heritage. The number of pupils overall with learning difficulties and/or disabilities is smaller than average but the number of those with statements of special educational need is above average. Attainment of children on entry to the school is above average.

Unfortunately, the headteacher was ill during the inspection and unable to be present.

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 some very good features, which provides good value for money. This fully matches the school's own view. Standards are consistently well above average and pupils achieve well. In the Foundation Stage, children make good progress and by the end of Reception almost all are working within or beyond the level expected. The school does not rest on its laurels but strives to improve. Parents are very supportive and appreciate the school's merits. One parent wrote that her daughter's progress has been staggering. Some parents would like to be consulted more, but, overall, they are highly satisfied. The school has a positive and caring ethos, in line with its Christian status, where everyone is valued and nurtured. High standards are achieved because the teaching is good and the pupils are very willing to learn. Rigorous tracking procedures ensure that pupils' progress is securely monitored and remedial action taken where necessary. Work is well matched to the needs of most of the learners but more can be done to enrich the experience of gifted and talented pupils. Pupils are friendly and polite, generous in their praise of each other and their teachers. They learn about wider issues in the world through the interesting and stimulating curriculum but need to develop more knowledge of multi-cultural Britain. The school takes good care of its pupils, keeping them safe and secure. Leadership and management are good. There is a shared vision and commitment to high standards and academic success as well as promoting pupils' creativity and personal development. The governors are very supportive of the school and fully involved in all its ventures. There has been good progress since the last inspection and the school has a good capacity to develop further.

What the school should do to improve further

- Provide more opportunities for pupils to develop awareness of multi-cultural Britain.
- Extend the range of opportunities open to gifted and talented pupils.

Achievement and standards

Grade: 2

Children enter the school with a good range of basic skills. They achieve well, make good progress and by the end of Reception almost all are working within or beyond the level expected for their age. Pupils continue to achieve well in Years 1 and 2 and their good progress results in standards that are well above average by the end of Year 2. These standards have been significantly above average for several years and are on an upward trend. Girls are outperforming boys but not as much as girls nationally. Standards at the end of Year 6 are well above average and pupils make good progress through the junior classes and achieve well. In 2004, results for mathematics and science were in the top 10% of the country and for English in the top 20%. Results fell slightly in 2005, where English and science results were in the top 25% of the country and the top 40% for mathematics. These results reflect the different levels

of ability within that particular group of pupils. Standards seen during the inspection and teacher assessments for the current Year 6 show that pupils have exceeded challenging targets set for them and are on course to achieve well above the levels predicted by their earlier performance. Pupils with specific learning difficulties and/or disabilities achieve well because their progress is very carefully planned and monitored and they are well supported in lessons.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Children settle to school well in the Reception class and make rapid progress in their personal, social and emotional development. Of particular note is the way in which they become enthusiastically engrossed in role-play, cooperating with others and acting out various parts with imagination and skill. For their first few weeks in school, Reception children are looked after at lunchtimes and playtime by older pupils. This caring attitude is typical and stems from the good role model staff provide. Standards of behaviour are good. Good humour and happy faces are the order of the day, which makes for a pleasant environment and a welcoming atmosphere. Attendance is good. Pupils of all ages readily take on tasks to assist the school to run smoothly. The school council gives pupils an early appreciation of democratic processes but has yet to fully grasp the full implications of representing others. Health education is promoted well by the school and pupils are fully aware of the importance of eating sensibly and taking regular exercise. Pupils have no concerns about bullying and feel safe in school. While pupils' appreciation of their own culture is good, their understanding of the multi-cultural nature of modern Britain is under-developed. Pupils mature into sensible, confident and conscientious young people and leave the school with a wide range of interpersonal and academic skills which promise much for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school. Lessons start well and move at a good pace. There is great emphasis on promoting pupils' independence as learners. This was vividly demonstrated in an information and communication technology (ICT) lesson with Year 6 where different groups of pupils were occupied in a wide range of tasks, such as developing their own animated films, designing personal profiles to take to their secondary schools next term and practising for a presentation on their efforts to become an ECO school. The room was a hive of quiet industry, interest and enthusiasm. Pupils are keen to learn and their very good attitudes contribute to their success. Relationships are excellent. Most teachers demonstrate expert class control, are very knowledgeable and know how to make their lessons interesting, relevant and enjoyable. Assessment is a strength. Teachers have good information about the prior attainment of their pupils and monitor their progress during each year to make sure they are

achieving as well as they can. Specific targets are set for each pupil. Marking is thorough, helpful and positive. Pupils know how well they are doing and what they have to do to improve. Work is challenging and well suited to the needs of various different groups of pupils but more can be done to broaden the horizons of gifted and talented pupils.

Curriculum and other activities

Grade: 2

The curriculum is good. It covers all the required subjects and provides pupils with a range of learning activities which they find interesting and enjoyable. The content is carefully considered and meets the needs of most pupils, including those with learning difficulties and/or disabilities, well. The curriculum for pupils with particular gifts or talents is satisfactory but on occasions does not enable them to make full use of their individual skills. The provision for Reception children is good overall but the location of the out of doors provision makes it difficult for staff to provide activities which flow naturally between the inside and the outside of the classroom. The curriculum for personal, social and health education and citizenship is well structured and helps pupils to develop personal skills in a progressive and secure way. The school has improved the provision for ICT substantially since the last inspection and computers feature frequently in the pupils' learning. Lessons in drama and Spanish provide productive additions to the curriculum and reflect the school's commitment to providing opportunities for extending children's creative skills. Periodically, the school injects theme weeks into the curriculum. This enriches the variety of pupils' experiences and gives them valuable opportunities to study particular subjects or aspects intensively and in depth. During the inspection the school received the welcome news that it had become an ECO school for its contribution to the environment.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils are confident that if they have a problem there is always an adult to whom they can turn for sensitive advice and guidance. Arrangements for child protection and for ensuring pupils' safety are thorough. Checks have been carried out on all staff to ensure they are suitable to work in school. Pupils' health and safety are supported well by the curriculum and through a variety of additional activities, sports and road safety initiatives. Pupils are encouraged to think about and discuss important issues, such as caring for the environment, so that pupils understand the contribution they can make as individuals and as a community. The school tracks pupils' academic progress very closely, provides them with a clear picture of how well they are doing and sets them challenging targets for improvement. Pupils with learning difficulties and/or disabilities receive good quality support and guidance, which enables them to participate fully in lessons and make sustained progress in their learning. Support for gifted and talented pupils is satisfactory, but is not as sharply focused as that provided for other pupils.

Leadership and management

Grade: 2

The school's evaluation of leadership and management is that it is satisfactory. The inspection has found that this is too modest and that leadership and management are good. There is a clear framework of high expectations and good behaviour. Leaders and managers are strongly committed to evaluating the school's performance and improving it further. Pupils' progress is tracked rigorously so that no child is allowed to fall behind or achieve below their capabilities. Staff say that the headteacher supports them fully in new ventures and is always willing to listen to innovative ideas. The headteacher is clearly a driving force not just for academic excellence but also for developing creativity. The school has two senior teachers responsible for pupils' work and development in Years 1 and 2 and 3 to 6. Together with the headteacher they form a dynamic and effective team. Curriculum coordinators take the management of their subject areas seriously and are responsible for monitoring and evaluating their performance. Governance is good. The governors are fully committed to the school. They have good systems for checking how well the school is doing and keep themselves up to date with regular training. They ensure they fulfil their statutory responsibilities. Resources are well managed so that the school provides good value for money. The school has tackled the issues from the last inspection and is well placed to improve further.

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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?	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

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?	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

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?	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?	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

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To the pupils of

Parbold Douglas Church of England Primary School

Lancaster Lane

Parbold

Wigan

Lancashire

WN8 7HS

22 June 2006

Dear pupils

We really enjoyed our visit to school last week and want to thank you for your warm welcome and friendliness. We were particularly impressed with the work you are doing in lessons and in your books and the high standards you achieve. We think your teachers are doing a good job by planning interesting and enjoyable lessons for you and by checking your progress regularly. We enjoyed talking to you in lessons and in the special meetings the school organised for us to meet older pupils and the school council. Thank you for sharing your thoughts about the school with us. You obviously enjoy your education, feel safe and secure, and are keen to learn. We admired the lovely displays on the walls and in the classrooms, which showed us the many different topics you have worked on.

We were sorry not to meet your headmaster, Mr Ladd. In his absence, Mrs Cooper and Mrs Wright were doing a very good job. Your school is very well managed.

To make your good school even better we have asked your teachers to make sure you learn more about the many different kinds of people who live in Britain today and to look at more ways of helping those of you who have special gifts and talents.

We wish you every success in the future. You have many reasons to be proud of your school.

With best wishes

Judith Straw and Keith Bardon

(Additional Inspectors)