



Prestolee Primary School

Inspection Report

Unique Reference Number 105185
Local Authority Bolton
Inspection number 287146
Inspection date 4 October 2006
Reporting inspector Brian Sharples HMI

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

Type of school	Primary	School address	Church Road
School category	Community		Stoneclough, Radcliffe
Age range of pupils	3–11		Manchester, Lancashire
			M26 1HJ
Gender of pupils	Mixed	Telephone number	01204 331521
Number on roll (school)	205	Fax number	01204 331520
Appropriate authority	The governing body	Chair	Mr Mike Russell
		Headteacher	Mr Michael Tonge
Date of previous school inspection	5 June 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

Description of the school

Prestolee is an average sized school which includes a funded Nursery class. The majority of pupils come from the Kearsley area including the local village community of Prestolee. The majority of pupils are White British and a small number are from minority ethnic backgrounds. The percentage of pupils with learning difficulties and statements of special need is below national averages.

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 really good school and we're educated well by the teachers'; 'If there's a problem it gets sorted out.' These comments from pupils sum up the feelings of so many other pupils, and parents, that Prestolee truly is a good school.

When entering the school there is at once a feeling of friendliness, warmth and a caring atmosphere. Pupils are cheerful, polite and enjoy being at the school. This attitude carries through into lessons where pupils are hard working and well motivated by the varied activities presented to them by teachers. The care, guidance and support that staff provide for pupils are good. Pupils feel safe and secure in the school knowing that any problems will be sorted out by a member of staff. This ethos is transferred into the classroom, where pupils are well supported in their learning and encouraged to produce good results. Pupils' personal development and well-being are good.

The overall quality of teaching and learning across the school is good. Teachers are liked and respected by the pupils. Lessons are generally planned well and in most cases meet the pupils' different needs and varying abilities. However, the school does not continually challenge pupils of higher ability to make sure that they perform to their full potential. Within their planning, teachers cover a broad range of topics and make sure that pupils' pastoral growth is developed equally well alongside academic work. Teachers generally manage their work well on a day-to-day and longer term basis. They regularly set targets and check how well pupils are doing. Teachers are starting to use a common process for assessing and recording pupils' work. Some aspects of the teachers' work are not yet consistent in quality across all classes, such as: the setting of homework; the quality of marking in classwork and homework; and the use of pupils' work in class displays.

The pupils are proud of their school and want to be a part of it. This is reflected in the good levels of attendance and behaviour around the school. They have an important voice through the school council and have made several suggestions for improving the school. For example, they had a big say in the introduction of a school uniform and the design of a school badge. When commenting on the pupils' involvement in the introduction of a school uniform one parent commented, 'The school uniform has improved standards, pupils look smarter throughout the school.' Pupils are making a positive contribution to the school community.

The overall standards of work and progress made by pupils by the time they leave school are good. The Nursery and Foundation classes offer good provision for the children, who make satisfactory progress by the time they join Year 1. The headteacher and his supporting leadership team provide good strong leadership. This has already made sure that overall standards remain good and that improved ways of working are in place. Although relatively new to their jobs, the senior leaders have gained the respect of staff, governors, parents and pupils. Governors are developing as critical friends to the school. They are fulfilling their legal duties. Aspects of their work, including committee structures and involvement in strategic planning and self-evaluation could be improved. Similarly, curriculum coordinators are developing

in their role but are insufficiently involved in strategic planning and monitoring progress in their subject areas.

To date, the leadership of the school has ensured that high standards have been maintained while at the same time introducing new schemes, systems and strategies to support and enhance teaching and learning across the school. The leadership has completed an accurate evaluation of the school which shows that it knows the strengths and weaknesses well. There is the right mix of personnel and skills among the leadership to see further good improvement in the future.

What the school should do to improve further

- Ensure that setting homework at the right level, marking classwork and homework and utilising pupils' work in displays are of consistently high quality across the school.
- Ensure that higher attaining pupils are stretched and encouraged to work to their full potential.
- Improve leadership and management by governors and curriculum coordinators.

Achievement and standards

Grade: 2

Pupils enter the school with attainment broadly in line with national averages. During the Foundation Stage the standard of work produced and the progress made by children are satisfactory. This sound start is built upon and pupils make good progress by the time they leave school at the end of Year 6. The pupils' work and their performance in national tests show that overall standards in Key Stages 1 and 2 are above national averages. Standards and achievement are good overall because the school monitors pupils' work and progress closely. In the drive for even higher standards the school is correctly targeting writing across the school and Key Stage 2 science as areas for further improvement.

Personal development and well-being

Grade: 2

Adults at Prestolee are successful in developing caring, considerate and well motivated pupils who take a pride in their work and school. Pupils' spiritual, moral, social and cultural development is good and is reflected in their positive attitude and pleasant manner around school. The content of the school assembly and the pupils' involvement was typical of how the school develops this aspect of the pupils' lives. A new religious education scheme is being introduced, to strengthen the focus on multicultural education.

Pupils enjoy their time in school, not only in lessons but through the range of other activities on offer at lunchtimes or after school. Pupils are taught how to stay healthy and safe. They are encouraged to have a say in the running of the school through the school council.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching and learning is making a positive contribution to high standards and achievement across the school. Teachers use a range of teaching methods and styles, including interactive whiteboards, to make lessons interesting for pupils. Pupils in turn are motivated and inspired to produce good quality work. The majority of pupils make good progress in relation to their ability. However, higher attaining pupils are not challenged enough by teachers. The school has introduced a common approach to target setting and checking pupils' progress. This is becoming established across all year groups. As a result, pupils know how to improve their work because of better advice and guidance and the specific learning targets set by teachers.

Curriculum and other activities

Grade: 3

The curriculum meets all legal requirements and teachers ensure a breadth and range of activities when planning lessons. The curriculum is structured in a way that interests, and meets the varying needs of, all pupils.

Aspects of the curriculum such as personal, social, health and citizenship education and religious education ensure that the personal and pastoral development of the pupils is well covered. The school is introducing a new scheme of work in physical education to broaden pupils' activities and develop further healthy lifestyles. Pupils' experiences are made even more interesting through educational visits to places of interest and by visiting speakers. The school offers a good range of cultural and sporting activities for pupils at lunchtimes and after school.

Information and communication technology (ICT) was an issue in the previous inspection. Since that time, the school has invested in additional hardware and software. While this has improved the situation greatly, the use of ICT across all subjects in the curriculum still requires further development.

Care, guidance and support

Grade: 2

'Teachers are always helpful whenever you need them,' was a common comment which showed that pupils feel safe in the school. They know who to talk to if they have any problems in lessons or around school. Any pupils with learning difficulties and/or disabilities are supported well and teachers plan for their individual needs. Pupils with learning difficulties and/or disabilities make good progress and achieve personal targets. The school has a strong team of confident and competent teaching assistants who are used well to support teaching and learning in all year groups. They have a good understanding of the personal and academic needs of the pupils because of the way they are included in the planning and monitoring process. The school has a good

system of using Year 6 pupils as prefects and playground buddies. This helps in the care and support of younger pupils.

Leadership and management

Grade: 2

The senior leadership team has been together for only about 12 months but has made a significant impact on the strategic and operational running of the school. The team sets clear targets for the school and has introduced some good procedures for monitoring and tracking progress. The headteacher has placed greater emphasis on following procedures in national strategies which in turn has improved the way teachers plan and deliver lessons.

Systems are in place for monitoring the performance of all staff, which has sharpened their focus on what they need to do to improve. The governing body is developing as a critical friend and offers challenge to the school. It is supportive of the school and monitors all aspects of school life well, ensuring that it offers value for money. The governors' role in self-evaluation and in establishing a committee structure is insufficiently developed. Subject leaders have yet to develop fully into their role: they do not take sufficient part in development planning or in monitoring standards and progress in their subjects across the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I really enjoyed the chance to talk with you about your work and to listen to what you think about your school. I have decided that Prestolee Primary is a good school. I also found out that you, along with the teachers, parents and governors are all proud of the school and are working hard to see it become even better.

What I liked most about your school

- The good leadership provided by the headteacher and his team.
- The good teachers and the way they help you to do your best.
- Your good behaviour and polite manners around school.
- The interest that you show in lessons, the way you enjoy learning and the good pieces of work you produce.
- The way that you feel safe around school and enjoy being there.
- The way that all the adults guide and care for you and want to see that you come to no harm. This helps create the caring feeling which is all around the school.
- The many ways you help make the school good and enjoy being there.
- The interest your parents show in the school and their view that the school is good.

What I have asked your school to do now

- I want the school to make sure that all bits of teaching are good all the time, especially in things like setting homework, marking work and displaying your work.
- Some of you are not doing as well as you could. I want the school to help you do better.
- The governors and subject leaders need to make sure that they are always watching how well the school is doing.

I hope you are pleased with the things I have said about your school and are proud of what you, your staff, governors and parents have achieved. I very much enjoyed my time with you.