



# Penwortham Broad Oak Primary School

Inspection Report

**Unique Reference Number** 119337  
**Local Authority** Lancashire  
**Inspection number** 291387  
**Inspection dates** 1–2 March 2007  
**Reporting inspector** Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	Pope Lane
<b>School category</b>	Community		Penwortham, Preston
<b>Age range of pupils</b>	4–11		Lancashire, PR1 9DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 749511
<b>Number on roll (school)</b>	183	<b>Fax number</b>	01772 751755
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Susan Naylor
		<b>Headteacher</b>	Mr Chris Metcalfe
<b>Date of previous school inspection</b>	1 February 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 1–2 March 2007	<b>Inspection number</b> 291387
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than the national average. The area it serves is broadly average socio-economically, as is the proportion of pupils eligible for free school meals. There are slightly more pupils identified with learning difficulties and/or disabilities than is average nationally. Most of the pupils are White British and none speaks English as an additional language. There are small groups of pupils of British Asian and mixed heritage. The school provides extended care and support which was separately inspected in 2005 (report available from the school).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils with good provision for their personal development and well-being. The headteacher has created a good atmosphere for learning, supported well by the staff, governors and parents. One parent said, 'The children are learning what they ought to be learning.' However, there are some weaknesses in the assessment of pupils' progress, particularly in English, and in the way the school's self-evaluation, although satisfactory in quality, is used to focus improvement plans on pupils' learning.

The results of Year 6 national tests have risen from low levels in 2004 to be broadly average in 2006. Indeed, the hard work of teachers and pupils lifted results in mathematics to above average levels in 2006. Science results were average but English results were below average. The results exceeded the school's targets in mathematics, but missed them in English. Pupils from minority ethnic groups achieved well. Pupils make satisfactory progress in the Foundation Stage and Key Stages 1 and 2; they attain broadly average standards. Year 6 pupils are on track to meet the targets set in English and mathematics.

Older pupils say how much they enjoy caring for the youngest as buddies. This typifies the school's approach to the development of pupils' good moral and social skills, and their willing acceptance of community responsibilities. Pupils' spiritual development is also good, fostered through thoughtful and reflective assemblies and opportunities to discuss their response to the world around them. Their cultural development is satisfactory. Younger pupils agree with the school council members in feeling safe, enjoying school, and knowing how to live and eat healthily. Pupils' preparation for the next stage of their lives is satisfactory.

Educational provision is satisfactory, including that for children in the Reception class which has improved since the last inspection. Care procedures are good. Teaching is satisfactory and leads to satisfactory learning and progress, with good or better progress towards the end of Key Stages 1 and 2. Ongoing marking of pupils' work is satisfactory and sometimes good but there are some weaknesses in teachers' interpretation of assessment information to plan new learning.

Leadership and management are satisfactory. The school runs smoothly, and lessons proceed in a calm and orderly fashion. The school's focus on equality of opportunity and inclusion is effective. The staff and governors are supportive of the headteacher and there has been good improvement over the last two years. Collectively, leaders and managers do not focus their improvement planning sharply enough on raising pupils' standards and achievement. The school has satisfactory capacity to improve.

### What the school should do to improve further

- Raise standards in reading and writing by the end of Year 2 and Year 6.
- Clarify and simplify assessment procedures so that teachers have accurate information about pupils' progress so that they can plan new learning.

- Evaluate the school's provision more rigorously to develop measurable plans for school improvement focused on raising pupils' achievement.

## **Achievement and standards**

### **Grade: 3**

Children's attainment at entry to the Reception class is broadly average but covers a wide range. Children make satisfactory progress and reach broadly average levels.

Pupils reached average standards overall in the Year 2 and 6 national tests in 2006. Their satisfactory achievement matched that of pupils in similar schools. There was good improvement at the end of Year 6 in mathematics and science and in the proportion of pupils reaching higher levels in English. However, the proportion reaching average levels in English was low, and missed the school's target. Girls significantly outperformed boys in English. Children from minority ethnic groups did well in these tests. The current Year 2 and Year 6 pupils are on track to achieve average standards in the core subjects. Pupils with learning difficulties and/or disabilities make satisfactory and sometimes good progress towards the targets set for them.

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

### **Grade: 2**

Pupils' personal development and well-being are good. The school's open and friendly atmosphere helps pupils to develop confidence and respect for themselves and others. Behaviour is consistently good. Parents and pupils readily agree that they enjoy coming to school; this is reflected in above average attendance. Spiritual, moral, social and cultural development is good. Pupils cooperate well, for example older pupils help younger ones through the buddy system. Pupils are happy to share their thoughts and ideas with adults and each other. A good range of curriculum enrichment activities ensure that pupils' cultural development is secure. Pupils' awareness of other cultures is satisfactorily developed through subjects such as religious education and geography; visitors, such as African drummers; and events such as the celebration of Chinese New Year. Pupils have good opportunities to contribute to the school community through a good range of day-to-day responsibilities, and as members of the school council and the sports council. They are prepared well from a personal and social viewpoint for the next stage in their education but the development of their basic skills in literacy and numeracy is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Children settle well in Reception and enjoy a range of learning opportunities that are satisfactory with some good features. This is

an improvement since the last inspection. Teaching is strongest in Years 2 and 6 where it often leads to good or better progress in English and mathematics. Teachers' working relationships with pupils are good and ensure that lessons flow smoothly. Support staff are effectively deployed often, but not only, to support pupils requiring extra help. The teachers have good knowledge and understanding of the subjects taught but sometimes the pace of lessons is slow and learning not as quick as it could be. Teachers' marking of pupils' work is variable but satisfactory overall. In some classes, pupils and teachers share an understanding of what is required to make progress but this is not consistent across the school. Data from assessments are not always clear enough to provide a secure basis for teachers to plan further work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall. It meets statutory requirements and makes good provision for pupils' personal development. A good range of enrichment activities promote pupils' musical and sporting skills well and give pupils in Year 4 the opportunity to learn French. Occasional themed weeks based on one topic have proved popular and successful, with work across several subjects contributing to the pupils' learning. There is a good focus on information and communication technology leading to pupils being confident in using their skills across the curriculum. Basic skills in English and mathematics are used satisfactorily.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory with strengths in the support provided for pupils' personal development. All the required child protection and safeguarding procedures are in place. Parents are right in their view that their children are cared for well. Pupils say that they feel safe at school and know they can easily ask an adult for help. Links with parents and other agencies are good and help the school to ensure that satisfactory progress is made by all pupils, including those with learning difficulties. Support for pupils' academic progress is satisfactory. Teachers' marking in English and mathematics is used to plan appropriate extra support. Recent innovations, such as opportunities for extended discussions with pupils about their writing, are helping pupils to understand their successes and where they need to improve. However, there are weaknesses in the teachers' analysis of a confusing array of assessment data to plan learning and set targets for improvement.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. A parent said, 'The headteacher is everywhere all the time – he really enjoys all the activities.' His enthusiasm sets the tone of the school, reinforced in such activities as the 'Superstars' assembly. He is supported well by staff, parents and governors. Senior staff are knowledgeable about

the pupils and have further developed their leadership skills recently. There are good partnerships with parents and good links with other local schools, often the result of initiatives taken by the staff. Governors know and support the school well, and challenge the school satisfactorily. The issues raised in the last inspection have been successfully dealt with. Recent good improvement to raise achievement from low to average levels overall by the end of Year 6 has been led by the headteacher. There is a problem currently in evaluating the wide and sometimes unreliable evidence available from various tests and assessments of pupils' attainment. Current improvement planning covers the right issues, but is not focused sharply enough on specific and measurable progress in pupils' standards and achievement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Pope Lane

Penwortham

Preston

Lancashire

PR1 9DE

5 March 2007

Dear Children,

Thank you for making my colleagues and me so welcome when we visited your school. As you will remember, we came to see how well your school looks after you and helps you to learn.

Your school promotes your personal development and well-being successfully. We feel that the staff help you to be safe and learn about healthy lifestyles. With your parents or carers, they also help you to grow into caring and confident young people. Most of the time you behave well, and your good attendance shows that you enjoy school.

We feel that in other respects your school gives you a satisfactory education so that most of you make the progress expected of you in your learning. We particularly enjoyed hearing you sing and noticed how well you cooperate with each other when you are working.

We have asked the teachers to encourage you to try harder in reading and writing so that you improve your skills quicker. We have seen the targets that you have to reach, and these should be helpful in accelerating your learning. We have also asked the school to simplify all the assessment information they have so that they can use it more to help you learn

Your teachers want you to have a good education, and they plan to focus more on exactly what you need to help you improve. You can help them to help you by working to the best of your ability as often as you can.

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With best wishes for your future!

Yours sincerely

E Jackson Lead Inspector,

P Parrish Additional Inspector,

S Todd Shadow Inspector