

# Parklee Community School

## Inspection report

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<b>Unique Reference Number</b>	106426
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	309123
<b>Inspection dates</b>	14–15 January 2008
<b>Reporting inspector</b>	David Blackburne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Y Bright
<b>Headteacher</b>	Mrs Sally Leighton
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Wardour Street Atherton Manchester Lancashire M46 0AR
<b>Telephone number</b>	01942 874203
<b>Fax number</b>	01942 893117

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## Introduction

This inspection was carried out by three Additional Inspectors.

## Description of the school

Parklee is a larger than average primary school which serves an area of mixed housing with higher levels of disadvantage than typical. Almost all pupils are of White British heritage. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is below average, but the proportion with a statement of special educational need is above average.

The school has received a number of national awards including the Activemark, Healthy School status and Investor in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parklee is a good school in which the personal development and well-being of pupils and the quality of care, support and guidance provided are outstanding. It is deservedly popular in the local community. Parents' comments include, 'My child loves school and is doing very well.' and 'The children are offered a wide variety of rich learning experiences.' which recognises the outstanding curriculum. Since the last inspection the school has made good progress and it has good capacity to continue to do so.

The school is well led by the headteacher who has a clear vision for the school as a community which develops each pupil as a whole child, improving their learning and their confidence. Pupils' above average attendance and their good behaviour are indications of how much they enjoy school, as are the many smiling faces seen throughout the school each day. One pupil said, 'We like our lessons because our teacher makes them fun.' Pupils learn to understand their feelings and the feelings of others and relationships are good.

Achievement is good. A period of unsettled staffing in the past resulted in pupils making satisfactory progress, but this has recently improved and pupils are now achieving well overall. Standards in mathematics and science are above average. Standards in English are not as high. The quality of teaching is good and pupils' positive response in lessons helps them to make good progress. Pupils' work is marked regularly, but the quality of the marking is not of a consistently high standard across the school and does not provide all pupils with enough guidance on how to improve their work.

Pupils have excellent opportunities to be involved in their school community, for example, as members of the school council or the eco-committee. Their ideas of how to improve the school are listened to and are often acted upon. The strong involvement with the local community includes links with local businesses. As well as helping pupils to connect with the wider community this helps them develop skills likely to be of use in their future lives.

Leadership and management are good. Leaders know the school well, but at times are modest when judging its achievements. This is due to the high expectations they have and their constant striving to improve its performance.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start in Nursery with skills below those typical for children of that age, particularly in communication and language and personal and social development. They settle quickly to make good progress in the Foundation Stage, due to the interesting activities they are given and the good teaching they receive. Children's introduction to the Nursery is carefully planned, ensuring that they feel safe and happy in their new environment. Throughout the Foundation Stage children are taught consistently well. Both teachers and teaching assistants have a clear understanding of how young children learn. Staff interact well with children, using discussion and questioning well to stimulate children's interest and promote their understanding. Strong emphasis is placed on children's personal development. Adults have high expectations, provide clear routines and enable children to build positive relationships with each other and with adults. All areas of learning are well covered within both classrooms and the staff make the best use of the limited outdoor areas. The school is aware of the limitations of the current outdoor facilities and has plans to improve these. Children make good progress so that by the

end of Reception they have reached expected standards for their age. Their transition to Year 1 is well planned, ensuring that their emotional and academic needs are met.

### **What the school should do to improve further**

- Raise standards in English to match those in mathematics and science.
- Improve the quality and consistency of the marking of pupils' work so they all receive detailed guidance on how to improve it.

## **Achievement and standards**

### **Grade: 2**

Assessments made by teachers at the end of Year 2 in 2007 were broadly in line with the national average in reading, writing and mathematics. Standards in Key Stage 1 remain average, but are rising due to improvements in teaching. Pupils in Year 6 achieved above average standards in mathematics and science in 2007 and their achievement in these subjects was good. Their standards in English were average, and this represents satisfactory achievement in the subject given their starting points. Standards in English are improving across the school due to good teaching and the outstanding curriculum, but they are not yet as high as in mathematics and science. Pupils' achievement, considering their below average starting point, is now good overall. Pupils with learning difficulties and/or disabilities achieve as well as their peers as a result of the excellent support they receive.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils understand how to eat healthily and the many opportunities for physical activities, both in lessons and through extra activities, ensure that they enjoy feeling fit. Pupils say they feel safe in school and the school council have contributed to this through their involvement in the walking bus. The school has worked hard to improve attendance. This is now above average and pupils say they enjoy coming to school as many lessons are exciting. Pupils are polite to each other and to adults. Many opportunities are available for pupils to take on responsibilities in school as monitors, house captains and members of the various councils. There is excellent involvement in the wider community such as through interschool sports, family services in the local parish church and environmental projects. Video conferencing with neighbouring schools is an outstanding example of mutual support between pupils in these different schools. Links have also been made with a school in India to help pupils' understanding of other cultures and countries. Strong links with local businesses, very good social skills, good attendance habits and the good progress they make overall in developing key skills mean that pupils are very well prepared for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good and is a major factor in the good progress pupils now make. Staff are confident in their work and have high expectations of their pupils. Questioning is of high quality, encouraging pupils to contribute to discussion and giving them confidence to explain what they want to say. The strong emphasis on speaking and listening in lessons is

further promoted by the frequent use of 'talking partners' which develops these skills and pupils' understanding. Pupils respond well to staff and display good attitudes to learning in lessons. Teachers use interactive whiteboards well to make lessons more stimulating and exciting. Pupils are able to make good links between subjects, for example, when writing about a piece of art. This helps pupils to make connections in their learning and to deepen their understanding. The quality of marking of pupils' work is too variable and not all comments guide pupils clearly enough to their next steps in learning. Overall, lessons provide appropriate challenge to pupils of different levels of ability. Pupils with learning difficulties and/or disabilities are catered for and supported well

## **Curriculum and other activities**

### **Grade: 1**

The curriculum serves pupils exceptionally well. It promotes their enjoyment of school and makes an outstanding contribution to their personal development. The response of different groups of pupils to the curriculum is very carefully monitored. This has resulted in the curriculum being altered to cater particularly for the interests of boys and other specific groups where necessary. Cross-curricular links, opportunities for individual learning and an emphasis on developing skills have all had an extremely positive effect on the learning of different groups of pupils. There is good provision for information and communication technology and the impact of the use of thinking skills on mathematics and science has led to a good improvement in standards. The researching and setting up of mini-enterprises such as the 'cafe' have had an outstanding impact on the development of pupils' economic well-being. The school uses well organised extra-curricular activities to extend and develop the curriculum. There is extensive enrichment through visitors and visits including a residential.

## **Care, guidance and support**

### **Grade: 1**

There is an outstanding level of care, guidance and support, provided in a friendly and safe environment. Safeguarding procedures, including risk assessments and health and safety procedures, are in place. Pupils' views are listened to and taken into account by the school. Pupils have confidence in the staff and the adults with whom they come into contact. Procedures for tracking pupils' progress are detailed and thorough and have successfully identified areas of underperformance which the school has now focussed upon. Most pupils have a good knowledge of their targets and so they know what they are aiming for. Pupils with learning difficulties and/or disabilities are involved in the establishment of their own targets for improvement, which help to guide them to make good progress in relation to their prior attainment. Innovative initiatives like the recently established nurture group provide outstanding care and support for a vulnerable group of pupils. Outstanding links with outside agencies also help to provide vulnerable pupils with the care they need to make good progress.

## **Leadership and management**

### **Grade: 2**

The headteacher is an inspirational leader. The disruptions to staffing across the school over recent years have been managed well. The difficulties were also experienced at leadership level, but there is now an able and committed senior leadership team in place which supports the headteacher well. The impact of the measures introduced by the present senior leadership team

on standards is beginning to be seen, but there has not been sufficient time for them to have had full impact. School self-evaluation is good and is conducted in a way which involves the whole school community. It has correctly identified key areas for development in the school. Resources are well managed and the school has recently received the 'Financial standard' in recognition of its sound financial management. Value for money is good. Parents are strongly supportive of the school. Governors are very supportive of the school and work closely with the headteacher and staff to help improve 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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**

Inspection of Parklee Community School, Manchester, M46 0AR

On behalf of the inspectors, thank you for the special welcome you gave us when we visited your school recently. Everyone was very polite and helpful in answering our questions.

We judge your school to be good. You all work hard and learn well. Your behaviour is good and you know that if anyone has a problem your teachers will help you to sort it out. Your attendance is good and we could tell that everyone enjoyed coming to school. You are all part of a very healthy school where people care particularly well for each other and themselves. You make many good choices about the food you eat and many of you spend a lot of your time getting plenty of exercise.

Your targets help you to improve your work. We found that you are achieving well overall, but we have asked your teachers to help everyone to do better in English. We would like you all to work especially hard with your reading and writing to become as good at those as you are at science and mathematics. We have also asked your teachers to make sure that all their marking of your work helps you to know what you do well and what you need to do to get better.

We could tell that you like your teachers and that they help you to learn well. We were very pleased that you get to go out on visits and have lots of visitors into school to help to make your learning even more interesting and fun. We were very impressed by the way you try to help others and the sensible way you do the jobs you are given. We particularly liked the way you have community projects like the 'Caf,' and the way you learn about how businesses work. This is good preparation for your adult life.

Thank you for helping us with the inspection of your school. We hope you will carry on enjoying learning and helping your teachers to make your school even better.