

Park Road Community Primary School

Inspection report

Unique Reference Number	111192
Local Authority	Warrington
Inspection number	325309
Inspection dates	21–22 January 2009
Reporting inspector	Andree Keddle

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	212
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sue Goodrum
Headteacher	Miss N Harris
Date of previous school inspection	27 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wroxham Road Great Sankey Warrington Cheshire WA5 3EF

Age group	5–11
Inspection dates	21–22 January 2009
Inspection number	325309

Telephone number
Fax number

01925 723550
01925 721580

Age group	5-11
Inspection dates	21-22 January 2009
Inspection number	325309

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Park Road is an over-subscribed primary school located on the outskirts of Warrington. It is broadly average in size and the proportion of pupils entitled to free school meals is very low. The vast majority of pupils are of White British heritage and only a very small percentage speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is lower than average, but the proportion of pupils with a statement of special educational needs is greater than average. The school has achieved the Healthy Schools Award and the Primary Quality Mark.

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. Some aspects of the school are good, such as the effectiveness of the Early Years Foundation Stage (EYFS) and pupils' personal development and well-being. Pupils behave well and good relationships exist between pupils and staff and between pupils. Their enjoyment is seen in their enthusiasm and good attitudes to learning. Pupils show an excellent understanding of the need to maintain a healthy lifestyle and say that the teaching that they have received gives them information to enable them to make healthy choices. Pupils say that they feel safe in school and they find school staff easy to approach if they have a difficulty. Pupils say that adults care for them and help them to learn. Inspectors agree that the school provides a very caring and safe environment. Responses from the parents' questionnaires demonstrate a high level of support for both the school and the new headteacher.

Standards are broadly average and achievement is satisfactory. Standards are improving, particularly in mathematics at Key Stage 1 and in science at Key Stage 2. Both of these subjects were areas for improvement in the previous inspection report. The school's 2008 provisional data show that the proportion of Year 6 pupils who achieved Level 4 and above, the standard expected for their age, in English, mathematics and science is above average. However, the proportion of higher attaining pupils who reached Level 5 in English and mathematics is below the targets set by the school and agreed with the local authority. Boys do not achieve as well as girls in English. These variations in progress mean that achievement is judged to be satisfactory.

The satisfactory achievement of pupils reflects teaching and learning that is satisfactory overall. Variability of practice in teaching, learning and assessment means that not all pupils make the progress they should. Teachers do not always use assessment information sufficiently well to plan appropriately for pupils' next steps in learning or to challenge the more able. Feedback from teachers does not always inform pupils how to improve their work. Some pupils are given the opportunity to self-assess their work and learn how to improve it but this is not consistent throughout the school.

The curriculum is satisfactory with some good features. Although broad and balanced, the curriculum does not effectively meet the needs of all groups of learners. External providers are used well to enrich the curriculum. For example, during the inspection, pupils were clearly enthralled by a gospel singing session. Pupils enthusiastically attend a range of extra-curricular clubs.

The headteacher has accurately evaluated the school's performance and has correctly identified the areas where the school needs to improve. She has introduced several new initiatives focused on raising standards and accelerating pupils' progress. These have not been in place long enough to impact on pupils' achievement. The system for monitoring the quality of teaching and learning is insufficiently developed. The school is supported by caring and enthusiastic governors. Currently, the role of the governors in providing support and challenge to the school lacks the necessary rigour. All of these factors mean that the capacity to improve the school further is judged to be satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The effectiveness of the EYFS is good. It is well led and managed. Staff work well together to ensure that activities are well planned to meet the needs of all groups of children. Children enter Reception from a range of nursery settings with most having skills and knowledge in line with those expected for their age. Consistently good teaching and assessment, high expectations and a stimulating curriculum help them to learn and develop well. As a result, children make good progress and leave the Reception class with skills and knowledge above those expected for their age.

Indoor provision is good. The outdoor area is used regularly and plans for its further development are well advanced. The attractive learning environment and well chosen resources enable the children to develop skills across all areas of learning. Effective questioning helps children to develop their speaking and listening skills. There is a good balance between adult-led and child-initiated learning. Children show good levels of independence, yet cooperate well together.

Welfare provision is good and children feel safe, secure and happy. Well established routines, such as singing the register together, help children settle into class at the start of the day. Adults hold high expectations of behaviour and use praise and encouragement well. As a result, children's personal development and well-being are outstanding.

What the school should do to improve further

- Raise achievement to ensure that the needs of all groups of pupils, especially the more able, are met.
- Improve the academic guidance pupils receive so that they are clear about what they have to do to improve.
- Ensure regular monitoring of the quality and consistency of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are broadly average and pupils' achievement is satisfactory. Children enter the school with skills and abilities that are broadly typical for children of their age. They make good progress in the EYFS and most children exceed the standard expected for their age by the end of the Reception year. The standards reached by pupils at the end of Key Stage 1 in reading and writing are broadly in line with the national average and have been so for the last three years. Standards in mathematics have improved and are significantly above average. At the end of Key Stage 2, pupils have attained standards which are broadly average in English and mathematics, but are above average in science.

Inspection evidence confirms that current pupils are making satisfactory progress in Key Stages 1 and 2. However, progress varies: it is not equally good in all year groups and subjects, for both boys and girls, or for pupils with different learning needs. Pupils with learning difficulties and/or disabilities make satisfactory progress overall. Pupils with a statement of special educational need make good progress when compared to similar pupils nationally, as the result of the effective support they receive. The school's own data show that targets set for higher

attaining pupils in English and mathematics at Key Stage 2 in 2008 were not met. However, these pupils exceeded their targets in science, making satisfactory progress overall.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy school and make very positive comments about the way staff care for them. This is reflected in the pupils' above average attendance and good behaviour in lessons and around school. Pupils' spiritual, moral, social and cultural development is good. The effective personal, social and health education programme helps pupils to become increasingly aware of themselves, of others, and of the need for good relationships. Tolerant attitudes are fostered well through curriculum activities which give children an insight into prejudice and the effects of intolerance and bullying. As a result, they show a good cultural appreciation of the wider United Kingdom and global communities. This is demonstrated in the work of their eco council, participation in fundraising projects and work on other cultures, religions and traditions. They have an excellent knowledge of how to stay safe, remain healthy and make good lifestyle choices. Pupils have healthy snacks at break, drink water during the day and participate enthusiastically in physical education activities during and after the school day.

Pupils make a positive contribution to their school and local community. Year 6 pupils welcome opportunities to help younger ones by becoming playground friends. Pupils play an active part in decisions that affect their life in school via the work of the school council. Beyond the school, the choir has performed at a local day care centre. Pupils are prepared well for the future world of work because they acquire satisfactory basic skills and have many opportunities to work independently and cooperatively in groups.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Although several good lessons were observed during the inspection, the evidence of the progress pupils make over time shows that the quality of teaching and learning is satisfactory. In all classes positive relationships and the good use of praise promote pupils' self-esteem and confidence. In the best lessons pupils make good progress because activities are varied, well structured and organised at a brisk pace to generate high levels of interest and enthusiasm. In one lesson pupils were supported well to ensure they were able to check their own writing and make appropriate improvements. In satisfactory lessons, teachers' expectations are too low and different groups of pupils do not make the progress they should.

Although teachers test pupils at the end of each term, regular, continuous assessments are not always undertaken or used to ensure that learning activities are well matched to pupils' needs. Teachers' marking is positive in tone, but does not give the pupils enough information to help them to improve their work. Effective reading targets are well used by pupils, parents and teachers. However, personalised targets for writing and mathematics are not used consistently across the school to enable all pupils to make the expected progress.

Teaching assistants and learning support assistants are well deployed and work effectively with individuals and groups, such as pupils with learning difficulties and/or disabilities, to ensure that they have full access to the curriculum and make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. It is broad and balanced and meets statutory requirements. However, the curriculum is not sufficiently well designed to meet the needs of all pupils, particularly boys in English and the more able. There are insufficient opportunities for more able pupils to work creatively and independently and to develop the necessary higher order skills in writing.

There is good provision for literacy, numeracy and information and communication technology (ICT) and pupils leave the school well prepared for the next stage in their education. In personal, social and health education pupils are provided with good opportunities to work together and reflect on their feelings. The provision for health, well-being and personal safety is a strong feature of the school and effectively supports pupils' ability to make healthy lifestyle choices and to keep safe. The curriculum is enriched by a wide variety of additional activities. At Key Stage 2, pupils have the opportunity to learn Spanish and some also learn Chinese. Pupils of all ages have the opportunity to meet interesting visitors and many take part in exciting residential visits. In addition, an enjoyable range of extra-curricular activities including music, drama and street dance enhance the curriculum well. Good participation rates indicate that these activities make a valuable contribution to pupils' personal development and well-being.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Adults in school are very dedicated, caring and offer highly effective pastoral support to pupils. Child protection and health and safety procedures are in place and the school meets all current government requirements for safeguarding pupils. Partnership working with parents, carers and other agencies enables vulnerable children and those with learning difficulties and/or disabilities to receive the help they need to make satisfactory progress. Small group work is used to good effect for pupils with learning difficulties and/or disabilities and this enables them to access the curriculum effectively. Although recent improvements have been made to the monitoring of pupils' progress, target setting and assessment systems do not fully meet the needs of all learners. Pupils are not yet given sufficient guidance on how to improve their work and this is contributing to their inconsistent progress across the school. Although pastoral care and support for pupils' well-being is good, the provision for academic guidance is satisfactory.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new headteacher has a clear vision for the further development of the school and provides clear direction and guidance. She has rapidly gained the support of the staff team, parents and governors. The school's self-evaluation has correctly identified areas for improvement; for example, variations in progress and standards attained by different groups of pupils. New monitoring systems have been put in place to check

on pupils' progress and ensure better equality of opportunity. These are well thought out and focused closely on pupils' needs, but have had insufficient time to impact on raising achievement. The school also recognises the need to develop a more rigorous system to monitor and evaluate the quality of teaching and learning to maximise pupils' progress.

The headteacher, governors and senior leaders have a clear focus on developing and maintaining the well-being of all pupils. High quality support is provided for pupils with a statement of special educational needs. The headteacher and senior leaders are supported by enthusiastic governors who are regularly involved in daily school life. However, the governors' monitoring and evaluation of the school's performance lacks the necessary rigour. A range of activities is in place to promote community cohesion satisfactorily. The school demonstrates a satisfactory capacity to improve and provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the warm welcome we received when my colleague and I visited your school recently. We were impressed with your good behaviour and good attitudes towards learning. Your views were very helpful. You told us that you enjoy school and this is demonstrated by your good attendance. You get on well with each other and with the adults in school. We were pleased to hear that you feel that the adults in school care for you and help you to learn. Some of your parents completed questionnaires and agreed with you that this is a caring school.

Your school provides you with a satisfactory education overall, with good teaching and learning in the Reception class. Your new headteacher has considered carefully what the school needs to do to improve further and has started to make some changes. We have asked your school to look at three things to make it even better.

- Ensure that all of you make the progress you should.
- Improve the guidance teachers give you, so that you know exactly how to improve your work.
- Check teaching and learning regularly to make sure that it is as good as it should be.

You can help your headteacher and the staff by continuing to work hard and to behave well. Please accept my best wishes for the future and do continue to listen well and show good attitudes to learning so that you can achieve your targets.