

# Penwortham Primary School

## Inspection report

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<b>Unique Reference Number</b>	119157
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326954
<b>Inspection date</b>	1 October 2008
<b>Reporting inspector</b>	Dave Byrne

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Beare
<b>Headteacher</b>	Mr Martin Jelley
<b>Date of previous school inspection</b>	1 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crookings Lane Penwortham Preston Lancashire PR1 0HU
<b>Telephone number</b>	01772 743321
<b>Fax number</b>	01772 750373

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- the progress across the school and whether it is consistent across and between key stages and within each core subject
- the quality of provision within the school related to Every Child Matters and its impact on pupils' personal development and well-being
- the quality of care, guidance and support with particular focus on the pupils' involvement in assessing their own progress.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate. Evidence was gathered from observation of lessons, scrutiny of documentation, discussions with senior leaders, teachers and support staff, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were also considered.

## Description of the school

This is a smaller than average sized school. It draws pupils from an area which is relatively advantaged. The percentage eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is below average but the percentage with a statement of special educational need is above average. The large majority of pupils are from a White British heritage; a below average proportion are from minority ethnic origins and very few have English as an Additional Language. The school has Early Years Foundation Stage (EYFS) provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The impressive leadership by the headteacher, the excellent teamwork amongst staff and the good quality support of the governing body combine to make this a good school with a number of outstanding features. Pupils gain the confidence to make the best of their lives and they have excellent levels of personal development. Outstanding care and guidance means that the school does a very good job in achieving its aim of, 'Developing each child's moral values, confidence and potential in a welcoming, secure and challenging learning environment'.

The school has an excellent partnership with parents, the vast majority of whom like the education provided and see the school as being, 'friendly and approachable where children are happy and well behaved'. Pupils' safety has the highest priority. All procedures for removing risk and safeguarding pupils are meticulously followed. If a pupil is having difficulties with school work or is struggling to cope with emotional issues, there is always an adult to turn to. Teachers and teaching assistants provide excellent support for pupils with learning difficulties and/or disabilities. As a result, these pupils are fully included in school life and make good progress. The learning mentor adds significantly to the high levels of care available for pupils and skilfully supports and guides pupils with particular needs.

Pupils blossom in their time in school. Their spiritual, moral, social and cultural development is outstanding. The caring ethos of the school is reflected in the pupils' excellent behaviour. They are thoughtful and considerate, naturally helpful to others and find school a fun place to be. Their love of school is reflected in their very good attendance. Their views are greatly valued and the school council proudly talks of how it improves the school for others, for example, by introducing better play facilities at playtime. Pupils develop a very good understanding of the choices required to stay fit, safe and healthy. This is as a result of the efforts of staff to encourage pupils to eat healthily, to participate in sport and exercise and to educate pupils about the dangers of abusing the body by actions such as smoking.

The quality of teaching and learning is good with some outstanding features. Lessons are interesting places to be because much of the work is of interest and relevance to pupils. During a Year 2 lesson, both boys and girls were inspired to plan a story as a result of a focus on 'Superheroes'. Lessons usually have a clear purpose and the best teaching guides pupils in evaluating how well they have done and what they need to do to improve. When pupils have clear targets for development, they are focused and motivated and their progress increases. Lessons usually move along with good pace. Learning accelerates rapidly when practical activities are provided and pupils are encouraged to develop ideas by shared discussions. When progress is only satisfactory, it is because pupils are expected to sit for too long; listening without participating.

As a result of the good teaching, excellent levels of care and guidance and outstanding levels of personal development and well-being, pupils make good academic progress. Children start school in the EYFS with skills that are typical for their age. They progress well across the school and achievement is good. By the end of Key Stage 1 standards are average with a strength in reading. By the end of Key Stage 2, standards in English, mathematics and science are typically above average although in 2007, they were average. In recent years, there have been strengths in reading and science at Key Stage 2. In mathematics, results in national tests have been more variable. In 2008, teachers' assessment results at Year 6 improved sharply. Pupils reached very challenging targets in each subject assessed. The percentage reaching the standard above that

expected for their age of Level 5, increased significantly in each subject. Inspection evidence justifies the school's assertion that the variations in mathematics have now been ironed out. Results are set to stay at similar levels to the above average results gained in English and science.

At the heart of the school are the strong and caring leadership and management provided by the headteacher, very ably supported by a skilled senior management team and deputy headteacher. Together they are steadily improving the school. The curriculum, which is good, is being developed to release the creativity of pupils, the quality of the school buildings and play areas is constantly being updated and there is a strong commitment to the professional development of all staff. The school's self-evaluation is very accurate and is used effectively to move the school forward. One important aspect which is recognised as being an area for improvement is with regard to the school's contribution to community cohesion. Whilst pupils are very respectful of anyone different to themselves, the school is not yet doing as much as it could to broaden pupils' knowledge and understanding of the wider community beyond the locality. The governing body is effective in supporting the school and keeping an eye on its performance. As a result resources are wisely used to get good value from the budget. The school makes sure that pupils are well prepared for their next stage of education. The school is very much better than it was at the last inspection and given the current circumstances has an excellent capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The EYFS is well led and managed and ensures that children get a good start to their school lives. Children's welfare is given the highest profile by a caring and knowledgeable staff team. The provision is extremely safe and secure. As a result the children's personal, social and emotional development is excellent which sets children up very well for their futures. After starting school with skills that are typical for their age, they make good progress. Good use of assessment enables staff to tailor children's work to their abilities. As a result, by the start of Year 1, almost all children reach the standards expected for their age, and many exceed them. Whilst children thrive on the good quality learning experiences provided indoors, provision for and use of learning outdoors could be much better. This important area of provision is not developed far enough to push children's learning as far as it could go. Excellent partnerships with parents are promoted. Well planned induction procedures, and good links with pre-school providers, prepare children well for full time education.

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

- Improve the quality of learning outdoors for children in the EYFS.
- Strengthen the school's contribution to community cohesion by developing and implementing strategies to broaden pupils' understanding of diversity in the wider community.

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**Annex A**

## 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?	2
The capacity to make any necessary improvements	1

### 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?	3
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## 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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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



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

2 October 2008

Dear Pupils

Inspection of Penwortham Primary School, Lancashire, PR1 0HU

Many thanks for your warm welcome when I inspected your school recently. You are clearly very proud of your school and you have every right to be. It is a good school in which you reach standards that are above average in English, mathematics and science. I was very impressed by how well behaved you are and by the way you help others. It was good to meet so many well mannered children. I was impressed by the way in which you talk so knowledgeably about the importance of eating sensibly, taking exercise and staying safe.

None of the school's success happens by accident. In your school it is because of the efforts of all staff and adults in providing you with excellent levels of care and support. This makes the school a welcoming and safe place to be. Your teachers and all staff like each of you and work tirelessly to make school enjoyable. Your teachers are good and at times outstanding. The fun of learning is one reason why very few of you miss school. It was good to find that you are working hard in lessons. Many of you know what you need to do to make your work even better, which helps you reach higher standards.

You are fortunate to have such a caring headteacher who is always trying to find ways of making the school even better. It is good that so many of you can talk with him and other staff and make suggestions through the school council. Perhaps you can work with the school on two things I feel are important to improve it.

- Improve the resources for children in the Reception class and make more use of them in learning outdoors.
- Find ways of extending your knowledge and understanding of society beyond your local area.

I am sure you will all continue to enjoy your time in school. Congratulations to you all and best wishes for the future!

Yours sincerely

Dave Byrne

Lead inspector