

Penwortham Broad Oak Primary School

Inspection report

Unique Reference Number	119337
Local Authority	Lancashire
Inspection number	339411
Inspection dates	19–20 October 2009
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mrs Susan Naylor
Headteacher	Mr Stephen Smith
Date of previous school inspection	1 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, the School Improvement Partner, staff and groups of pupils. They observed the school's work and looked at pupils' workbooks, assessment records, school policies, school development plans and the School Improvement Partner's reports. In total, 51 questionnaires were received from parents and carers, analysed and considered, alongside questionnaires completed by the pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and achievement of all groups of pupils
- the use of assessments of pupils' progress in planning work
- the quality of teaching, especially in reading and writing
- the quality of the curriculum, especially for the more able pupils
- the effectiveness of leadership and management and of improvement planning.

Information about the school

The school is smaller than average and pupils come from a wide range of backgrounds. The take-up of free school meals is below average. The majority of pupils are White British with some small groups having African, Caribbean or Asian heritage. An average proportion of pupils have special educational needs and/or disabilities. The school has gained the Activemark, Becta ICT Mark and Healthy Schools awards and accreditation from Investors in People. At the time of inspection a new headteacher had been in post for one year.

A private provider offers before- and after-school sessions on site as well as year-round child care. This provision is subject to a separate inspection and receives a separate report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Broad Oak is an improving school and provides a satisfactory quality of education for its pupils. It has strengths in pastoral areas so that good care, guidance and support enable pupils to develop well personally. Since the arrival of the present headteacher there has been a concerted effort to boost pupils' achievement and many improvements have been made to provision. As a result, pupils' attainment is improving and their progress accelerating. Links with a range of partners make a good contribution to pupils' achievement and well-being. The headteacher, school leaders and governors have made effective use of advice and support from the local authority. They have a clear vision and ambition for the future and the capacity for sustained improvement is therefore satisfactory.

Throughout the school, achievement is satisfactory overall. It is often good in Key Stage 1. Standards of attainment are broadly average by Year 6 but too few pupils exceed the levels expected for their age in reading and writing. Children make satisfactory progress in the Early Years Foundation Stage. Most sessions include good opportunities for children to engage in purposeful play and explore their world, both indoors and out. However, when the whole class is taught together, children are passive rather than active learners and opportunities for them to develop independence are much reduced. Teaching is satisfactory overall with some good practice. There are times, however, when the more able pupils are not stretched fully in Key Stage 2. The satisfactory curriculum includes French lessons and a good allocation of time for physical education. The use of information and communication technology is a strength and permeates the curriculum. Staff are beginning to link other subjects together in a similar way so that lessons are more engaging and interesting for pupils. Currently, however, opportunities for pupils in Key Stage 2 to write when studying other subjects are limited.

Pupils' behaviour is satisfactory overall and they enjoy their learning. A good programme for personal education ensures that pupils gain a good understanding of their own safety and know how to stay fit and healthy. They enjoy extending their skills and talents through a wide range of visits, after-school clubs and sporting competitions.

Senior leaders carry out thorough evaluations of provision and of pupils' achievement so that the school has an accurate view of its performance. The key subject leaders are very knowledgeable and set good examples of classroom practice. Their role in monitoring teaching and learning is developing but they have too few opportunities to influence the practice of colleagues by sharing their expertise and flair.

What does the school need to do to improve further?

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- Improve attainment and achievement in reading and writing at Key Stage 2, especially for the more able pupils by:
 - ensuring that work consistently challenges all groups of pupils and that lessons across the curriculum include more opportunities for writing
 - extending the monitoring role of the subject manager for English so that good classroom practice is shared.
- Develop the curriculum for the Early Years Foundation Stage so that children have continuous opportunities, throughout the day, for active learning, purposeful play and exploration.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The achievement of all groups of pupils is satisfactory overall and it is often good in Key Stage 1. Attainment is average overall and improved this year in mathematics. In addition, some features of pupils' personal development are good.

On entry to Year 1, pupils' attainment is average, with strengths in personal development and early mathematical and physical skills. Currently, staff and pupils are working hard to accelerate progress in Key Stages 1 and 2. Some improvements are evident, but the school fully recognises that there is still more to do. In the most recent teacher assessments for Year 2, pupils' reading has improved and is just above average. Writing is catching up quickly. Current records and work show that progress in this subject is mostly good in Years 1 and 2. An increased proportion of pupils are now working at a higher level than expected for their age. In the most recent tests for Year 6 pupils, a broadly average proportion reached the expected level for their age in English but too few are exceeding expected levels. Staff have placed an additional emphasis on learning about sounds and letters which is helping to boost reading and spelling skills. In some classes the more able are stretched to the full but there are occasions when teachers' expectations of this group are not high enough and these pupils do not perform as well as they could in some writing tasks. Pupils who have special educational needs and/or disabilities meet their individual targets and have good self-esteem. Boys and girls and pupils from the different ethnic groups show the same interest in their work and progress at equal rates.

Pupils say they enjoy school and are happy. Their behaviour is satisfactory overall and often good in Key Stage 1 and lower Key Stage 2. Harmonious relationships exist between the different age and ethnic groups and older 'buddies' take good care of younger children. The behaviour of some older boys, however, occasionally affects the pace of learning and some boisterous play at break times shows a lack of regard for others. Pupils' good understanding of healthy living means that they enjoy plenty of exercise. For example, the keep fit, cross-country and dance clubs are all very well attended. Pupils have a well-developed understanding of the importance of safety

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procedures, including those for using the internet. Pupils assert that bullying is rare and dealt with swiftly. They have a strong awareness of moral and social issues and show respect for cultures and beliefs that are different from their own. Pupils enjoy community involvement through devising their own charity fundraising activities and caring for the environment. However, the school provides them with little opportunity to engage with people from different backgrounds, outside of their immediate community. Attendance is satisfactory. The school is currently working with families to reduce the incidence of holidays taken in term time and to improve punctuality. Good opportunities exist for pupils to experience responsibility. For example, the school captains encourage good teamwork and council members represent pupils' views in the process of decision making. Satisfactory achievement and industrious attitudes prepare pupils soundly for the next phase of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory overall with some good practice. Managers recognise that the overall quality of teaching needs to improve further for the school to reach its own

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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challenging targets. Teachers make the purpose of lessons clear so that pupils know exactly what is expected. Many improvements have been made to the quality of teaching, but are not embedded consistently. Learning is assessed frequently and teachers have raised their expectations of what pupils can achieve. Tasks are generally planned to challenge pupils of different abilities and help them meet their targets. However, there are occasions when the more able pupils in Key Stage 2 are not extended enough, especially in reading and writing. In Year 5, pupils have 'writing conferences' where they evaluate their own work alongside the class teacher and decide on the next steps for learning. This useful strategy is helping them to improve at a good rate but is not established across all classes. A more active approach to learning has been introduced, but there are still some occasions when pupils sit listening to the teacher for too long. There are good examples of marking and advice given to help pupils improve their work but, again, this is not equally effective across all classes. Some teaching assistants provide effective, targeted support for groups of pupils who need extra help. On occasions, in whole-class sessions, teaching assistants are not deployed efficiently and are not actively engaged with pupils.

The curriculum is satisfactory. Several special groups have been established to help pupils catch up with their learning. These groups provide a good boost to learning where needed and this provision is an important factor in pupils' improved progress. Staff are developing a more practical approach to learning and this is proving successful in firing pupils' interests. For example, the science garden provides good first-hand experiences for learning about nature and the environment. Links with local high schools provide varied opportunities, for example in sport and music, to enrich learning. Links between subjects are developing, but there are insufficient opportunities for pupils to write at length when studying subjects such as history or geography. A programme for gifted or talented pupils is in the developmental stage.

The school takes good care of its pupils and has tried and tested welfare systems in place. The majority of pupils agree with the comment, 'Adults in school care about me.' Staff go to great lengths to secure specialist support, for example from social, educational and medical agencies, to meet individual needs. A good system of merits encourages positive behaviour and effort and pupils are proud of the awards they receive at 'praise assembly'. The buildings and grounds are secure and there is a safe handover of younger pupils to parents and carers at the end of the day. Supervision at break times is well organised, but there is no separate hard area for games which means that those engaging in quiet activities are sometimes disturbed. Further developments to the playground, including a 'trim trail' are being developed in consultation with the school council.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>3</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong direction for the school and both staff and governors share his ambitious agenda for long-term improvement. A new equalities policy ensures that groups of pupils have full and equal access to all activities. The more able, however, do not consistently have the challenge they need in all lessons. The strengthened senior management team have driven through improvements in provision and, consequently, progress. However, the role of the subject managers in checking and supporting teaching and learning is not fully developed. This means that pockets of very effective practice, especially in English, are not shared throughout all classes. The school is a welcoming place and generates a sense of teamwork and belonging among staff and pupils. Community cohesion is satisfactory. A new policy is in place and the school recognises the need to develop further pupils' engagement with groups outside the local area and to explore links with communities around the world.

Value for money is satisfactory. The school is efficiently run on a day-to-day basis; procedures and policies are consistently followed and the effectiveness of safeguarding procedures is good. Parents' and carers' involvement in education is good. In replies to the questionnaires, the vast majority agreed that the school keeps them well informed and helps them to support their children's learning.

The governing body has been strengthened by the introduction of new members and includes a good level of expertise to support management. Governors have a secure overview of pastoral care and safeguarding. They are developing their role in monitoring attainment and achievement and in the evaluation of key policies, such as those for community cohesion and equalities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

As they enter the Reception class, children's skills are broadly in line with that expected for their age. Their progress is satisfactory overall and good in early mathematical and physical skills. This marks an improvement on previous years. Personal and social development is a strength and children's behaviour is good.

Children's progress is assessed frequently and tasks are planned effectively to build on developing knowledge and skills. In some parts of the day children have short, focused group sessions with an adult and then are free to choose from an interesting range of activities where they practise and consolidate their new learning. This promotes good progress. For example, one group made jelly with the teacher, describing the colour, smell and texture and gaining a very good understanding of liquids and solids. However, at other times children learn together as a class and have fewer opportunities to engage with the teacher or for active learning. As a result, progress is slower. Improvements to the outdoor accommodation mean that children now have stimulating opportunities for learning in the fresh air when they choose activities. Leaders, in collaboration with the staff, have made improvements in provision and learning and have a realistic view of the further developments needed. Welfare arrangements are good, the accommodation is secure and resources are well chosen to meet the needs of this age group.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers commend the provision and learning and like the 'close-knit community'. All of those who replied to the questionnaire agree that their children's experience of school is a happy one. They appreciate the changes made recently and feel that the headteacher and staff are very approachable. Quotes include: 'The school is open, friendly and very positive,' and, 'The school encourages children to mature as individuals and become confident.' Parents and carers feel that their children are safe

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and that merit schemes and awards help to enthuse pupils. Inspectors agree with their views. A very small minority of parents and carers raised a few concerns. These were investigated fully and findings are commented on in the report, where appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Penwortham Broad Oak Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 51 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	76	10	20	0	0	0	0
The school keeps my child safe	39	76	10	20	0	0	0	0
The school informs me about my child's progress	37	73	11	22	0	0	0	0
My child is making enough progress at this school	39	76	9	18	0	0	0	0
The teaching is good at this school	38	75	11	22	0	0	0	0
The school helps me to support my child's learning	33	65	15	29	1	2	0	0
The school helps my child to have a healthy lifestyle	37	73	11	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	71	9	18	1	2	0	0
The school meets my child's particular needs	35	69	13	25	0	0	0	0
The school deals effectively with unacceptable behaviour	30	59	18	35	1	2	0	0
The school takes account of my suggestions and concerns	29	57	20	39	0	0	0	0
The school is led and managed effectively	37	73	11	22	0	0	0	0
Overall, I am happy with my child's experience at this school	42	82	7	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2009

Dear Pupils

Inspection of Penwortham Broad Oak Primary School, Preston, PR1 9DE

Thank you for the very warm welcome you gave my colleagues and me when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Broad Oak is a safe and happy school that provides you with a satisfactory education. I would like to say thank you to the pupils who filled in their questionnaire and those who chatted with the inspectors. You are delighted with your school. Lots of you say you enjoy the after-school clubs and opportunities to play sport or keep fit. I think those of you on the school council, the team captains, buddies and others with responsibilities do a good job in helping to run the school day and in making decisions.

You are keen to learn and work hard. Those of you in Reception have settled well and are learning to be independent. I have asked your teachers to provide more opportunities for you to explore your world and investigate throughout the day. I think you will enjoy that because you are curious and you will be able to use your exciting outdoor classroom to the full. In Years 1 and 2 you are making better progress and have improved your work. Well done! In Years 3 to 6 you have improved your work in mathematics. I think you can do as well in reading and writing, especially those of you who find your work easier than most. I have, therefore, asked your teachers to give you some extra challenges in English lessons and more opportunities for writing. I also suggested that they could share their good ideas to make your lessons as interesting and enjoyable as possible. You can help by continuing to work hard, making good use of the new, improved library and completing your homework. Thank you once again for the interesting conversations we had and for letting us share your work and play.

Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector

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