

Park Road Primary School

Inspection report

Unique Reference Number	106297
Local Authority	Trafford
Inspection number	324368
Inspection date	27 January 2009
Reporting inspector	Diane Auton

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	248
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 Tina Dewsnip
Headteacher	Mrs Elizabeth Clover
Date of previous school inspection	7 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Abbey Road Sale Cheshire M33 6HT
Telephone number	0161 973 1392
Fax number	0161 973 4767

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the impact of teaching and the curriculum on standards and achievement, and the quality and impact of leadership and management at all levels in creating vibrant and stimulating learning opportunities for pupils and sustaining high achievement and standards. Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies and minutes; observation of the school at work, including lessons; discussion with governors, members of staff and pupils; and the inspection questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own judgements, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This average-sized school serves a residential area of mixed housing. The proportion of pupils entitled to free school meals is considerably below average, as is the proportion with learning difficulties and/or disabilities. The majority of pupils are from White British backgrounds, with a small proportion from other heritages. No pupils are currently at an early stage of learning English. Early Years Foundation Stage education is provided in the Nursery and Reception classes.

The school holds The Healthy Schools Award, the Basic Skills Primary Quality Mark, the BECTA ICT mark and the Bronze Eco Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. An ethos of self-respect and care for others is central to its happy and effective learning community. Pupils thrive in this supportive environment. This is shown clearly in their excellent academic progress and in their exceptional personal and social development.

Children join the Early Years Foundation Stage with skills that are broadly typical for their age. The good progress they make in Nursery and Reception is sustained in Key Stage 1 and standards by the end of Year 2 are consistently above average in reading, writing and mathematics. Outstanding achievement in Key Stage 2 means that pupils reach consistently high standards in English, mathematics and science. The last two years' results in national tests at the end of Year 6 confirm exceptionally high standards, with a well above average proportion of pupils reaching the higher level in all subjects. It is a similar picture with pupils currently in Year 6 who are continuing this upward trend. Across the school, pupils who do not have English as their home language and those with learning difficulties and/or disabilities achieve extremely well as a result of the outstanding provision this inclusive school makes for them.

These very positive outcomes for the pupils are the result of a combination of important factors: teaching is excellent throughout the school; the curriculum matches pupils' needs and interests extremely well; high quality pastoral care helps them to feel secure and ready to learn; and excellent academic guidance enables them to move their learning forward effectively. Pupils say they find their learning interesting and fun. This is clearly evident in lessons, where they quickly become engaged and absorbed in their activities. They respond very positively to opportunities to collaborate and develop ideas with a partner or in teams and these experiences help them to grow in confidence as learners. The pace of learning is brisk, and teachers balance the elements of challenge and support in lessons very well. Information and communication technology (ICT) is used exceptionally well as an aid to effective teaching and learning, contributing significantly to pupils' progress. Teachers' planning is based on very careful assessment and tracking of progress, and a thorough awareness of pupils' individual learning needs. Teaching assistants work in partnership with the class teachers, making a valuable contribution to pupils' successful learning. Pupils know and understand their individual learning and personal targets because they help to draw them up and review them regularly in discussion with their teacher. They are given good quality guidance in lessons and their work is marked supportively, with helpful advice on how to improve it.

Pupils' excellent behaviour and very positive attitudes to learning mean that lessons run smoothly and playtimes are happy. They develop excellent social skills and moral values in this extremely caring school. Their spiritual development is nurtured very well through regular opportunities for reflection in assemblies, discussion times and lessons. They have a very good awareness of world faiths and they are prepared extremely well for life in a multi-cultural society. A strong emphasis on valuing each individual ensures that pupils grow in confidence and form very good quality relationships with staff and each other. They enjoy taking on responsibilities, acting, for example, as influential school councillors or as well-trained and effective peer mediators. The school addresses community cohesion extremely well through a range of partnerships that promote pupils' well-being, through involvement and participation in community activities and through links with the high schools and other local schools. The 'learning platform' is an excellent showcase for the school's work and a valued resource for pupils and their parents. A strong focus on healthy living, ecological awareness and community involvement ensures that pupils

are confident, sociable citizens. Their outstanding personal development, together with excellent basic skills in literacy, numeracy and ICT, means that pupils are prepared extremely well for the future.

Excellent pastoral care enables pupils to feel happy and secure in school. Pupils have an extremely good understanding of health and safety issues because these are promoted so well. The school complies fully with statutory requirements for safeguarding pupils. Parents have great confidence in the school. 'Children feel they are part of a very special school where every day is filled with new and exciting experiences' and, 'My child bounces through the school gates with joy every morning' were typical comments, demonstrating the high value parents place on all that the school provides.

The headteacher provides inspirational leadership. She sets an ambitious agenda for excellence and the staff team, and proactive, knowledgeable governors share and value her vision and work with her towards its achievement. Whole-school targets are accurate and challenging. Action plans are strategic and creative. These factors, combined with the complementary skills and talents of the other senior managers and subject leaders, give the school excellent capacity for continued improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery class with skills that are broadly at expected levels for their age. Good links are in place with the on-site pre-school provision and parents appreciate the carefully planned induction procedures which enable the children to settle quickly and happily into their new surroundings. The school's excellent home-school partnerships are forged in the Early Years Foundation Stage. Good leadership and management, effective teamwork and a good understanding of how young children learn help to create a stimulating environment in which children of all abilities make progress. A nurturing ethos and excellent provision for their welfare enables children to feel safe and secure. Additional learning needs are identified promptly and supported extremely well. Careful observations of children's progress and achievements help staff to plan activities tailored to their learning needs, with appropriate levels of challenge and interest. Outdoor provision in the Nursery is good and children enjoy continuous access to a well-resourced outdoor area. The school has not yet been able to provide an area of similar quality for the Reception class, because of unresolved premises issues. This limits opportunities for children in Reception to learn through investigation and discovery out of doors. Children progress well in Early Years Foundation Stage and enter Year 1 with positive attitudes to learning and with skills that are a little above expected levels for their age group. Transition to Key Stage 1 is planned carefully and managed very well.

What the school should do to improve further

- Improve the opportunities for children in the Reception class to experience learning out of doors.

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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?	1
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 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?	2
How effectively are children in the EYFS helped to learn and develop?	2
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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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?	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	1
The behaviour of learners	1
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 learners' needs?	1
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Park Road Primary School, Sale, M33 6HT

Thank you for making the Inspectors so welcome when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning. We discovered that Park Road is an outstanding school and that you are receiving an excellent education. These are some of the outstanding features of the school:

- standards are very high
- the school is extremely well led and managed
- your behaviour is excellent, you work hard and try your best – very well done, all of you, keep up the good work!
- teaching and the curriculum are both excellent and are made even better by exceptionally good use of ICT; these are the factors that make your lessons so interesting and enable you to do so well
- the grown-ups in school look after you very well
- you make a very strong contribution to ensuring that Park Road is a happy school through helping and caring for each other in so many different ways.

I have asked the headteacher and the governors to find a way to provide a suitable outdoor area for the Reception class, so that they can have more opportunities for learning out of doors.

I hope you'll all continue to be happy learners. With my best wishes for the future,