



# Accrington Peel Park Primary School

## Inspection Report

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**Unique Reference Number** 119184  
**Local Authority** Lancashire  
**Inspection number** 291347  
**Inspection dates** 26–27 February 2007  
**Reporting inspector** Michael Onyon

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 address</b>	Alice Street
<b>School category</b>	Community		Accrington, Lancashire
<b>Age range of pupils</b>	4–11		BB5 6QR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 231583
<b>Number on roll (school)</b>	572	<b>Fax number</b>	01254 396900
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Kath Heap
		<b>Headteacher</b>	Mrs Judith Williams
<b>Date of previous school inspection</b>	1 January 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school in the centre of Accrington draws pupils from a wide area. The proportion of pupils entitled to a free school meal is lower than average. The proportion of pupils with learning difficulties and disabilities is broadly average. A small number of pupils speak English in addition to their home language, and a few are at an early stage of learning English. A small number of pupils are in the care of the local authority. Most children start school with below average attainment for their age. There has been a high staff turnover in recent years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Accrington Peel Park is a good school. It provides a good education for its pupils and good value for money. It is regarded highly by parents who rightly praise the school's approachability and its effective monitoring of their children's progress.

Pupils' overall achievement is good and standards are broadly average. The children join the Reception class with below average attainment. The provision in the Foundation Stage is good. The children make good progress and most achieve expected standards by the time they join Year 1. The results of the Year 6 national tests rose steadily from 2002 to 2005 and were in line with the national average. In 2006, the test results fell sharply and were below average. This was because of the disruption caused by the absence of teaching staff. The senior leadership team has improved the quality of teaching, which is now good throughout the school and, as a result, most pupils are making good progress. However, more pupils ought to exceed the standard expected for their age in English, mathematics and science, in Key Stages 1 and 2. Some pupils' speaking skills should also be better; this is because the teachers do not give them enough opportunities to explain their ideas or to develop their speaking skills in lessons.

Pupils' good personal and academic development is enhanced by a good curriculum and good care, guidance and support. As a result, pupils feel safe and cared for; their behaviour is excellent and they display very positive attitudes to their learning. Many pupils are involved in the school council and contribute to decisions about the running of the school. Pupils are well prepared for the next stage of education.

The school's leadership and management are good; self-evaluation of its effectiveness is accurate and focuses on standards. Because the school has effective systems for evaluating its performance, it knows its strengths and weaknesses well. It has made a good improvement with the issues raised by the previous inspection and has dealt effectively with its recent staffing difficulties. This record of improvement and the school's effective management show that the school has a good capacity to improve further.

### What the school should do to improve further

- Increase the proportion of pupils who exceed the nationally expected levels at the end of Years 2 and 6.
- Give pupils more opportunities throughout the school to practise speaking and to develop their ideas through talking.

## Achievement and standards

### Grade: 2

Pupils' overall achievement is good in relation to their low starting-point when they join the school. They make good progress and overall standards are broadly average. Pupils with learning difficulties and disabilities and those learning English as a new language also make good progress. Pupils make good progress in reading, writing and

in their mathematical skills; however, the speaking skills of some pupils and their ability to explain their work are generally below average for their age.

Children make good progress in the Foundation Stage and most reach the early learning goals for their age by the end of the Reception Year. Children make good progress in all areas of learning and are enthusiastic, keen to learn and respond very well to classroom routines.

Pupils make good progress in Key Stage 1 in reading, writing and mathematics. The results of teachers' assessments and the national tests of Year 2 pupils have been average for a number of years.

The results of national tests in Year 6 steadily improved up to 2005 but dipped to below average in 2006 and were especially low in English. These results were exceptional. They were expected because of disruption caused by staff absences and also because a number of lower-attaining pupils joined the year from other schools. As a result, the school did not meet its targets for Year 6. However, pupils in the current Year 6 are on course to reach their challenging targets for 2007. This is confirmed by the school's data that records pupils' progress and by the inspectors' examination of samples of pupils' work, which shows that pupils are making good progress in English, mathematics and science; better progress than Year 6 pupils did in 2006. However, not enough of the more able pupils are working beyond the level expected for children of their age.

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

### **Grade: 2**

The personal development and well-being of the pupils are good. Pupils are happy in school, their behaviour is excellent and their attendance is good. They develop a good sense of responsibility because of the many opportunities offered to be active in school life. The school council voices opinions clearly and successfully, resulting in improvements in the school's facilities and curriculum. Pupils support one another well by acting as playtime buddies and by working collaboratively in the classroom; these help to develop good social skills and improve confidence. Very young children make good progress in their personal and emotional development. Pupils feel safe and have a very good awareness of healthy living, acquired through personal, social and health education lessons. Pupils enjoy a wide range of sports and team games.

The pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of other cultures; for example, through their learning about the Chinese New Year and the forming of links with European schools. They make a good contribution to the community through fund-raising and taking part in collaborative activities such as local art projects. Average literacy and numeracy skills prepare them satisfactorily for secondary school and their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Consequently, pupils make good progress. Teaching in the Foundation Stage is good. The purposeful and practical activities show a good understanding of how young children learn.

Throughout the school, teachers give clear explanations so pupils can get on quickly and teaching assistants support those who need additional help well. Pupils are fully involved in assessing their own progress and information is used to help pupils to improve. Teachers set challenging work for most pupils but should aim higher with regard to the more able ones so that more of them can achieve the higher national curriculum levels. Activities are purposeful and relevant and this motivates pupils to learn. For example, pupils learned a lot about the properties of shapes when they measured angles around the school. Throughout the school, the teachers do not give pupils sufficient opportunities to explain their ideas and to develop their speaking skills.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and meets the needs of all pupils well. There is a good emphasis on developing basic literacy, numeracy and computing skills in specific lessons and in other subjects and so pupils reach standards that are appropriate for their age. The school has recently achieved a Learning Excellence Award in recognition of its curriculum: it is broad and varied and links between subjects help pupils to make progress. This was seen in the well-planned, living history day, which the pupils thoroughly enjoyed. A broad range of extra-curricular activities extends pupils' learning: in particular, they enjoy the sporting activities provided, which includes fencing lessons. The lunchtime choir is popular and the quality of singing is good. A good range of visitors and visits, including a residential trip, also enhances the curriculum.

The curriculum in the Foundation Stage is good. A recent reorganisation, with designated areas for each area of learning, has helped to ensure that the early-years curriculum is broad and varied. Children respond well to the interesting range of practical activities and develop a good attitude to school from an early age.

### Care, guidance and support

#### Grade: 2

Consistently good care, guidance and support and very good relationships between staff and children lie at the heart of the pupils' good achievement and personal development. Children say they feel able to talk to any member of staff and they make use of the 'time-out' areas if they are upset, and friendship benches at playtimes. The school has very effective systems for monitoring pupils' academic progress, enabling

them to achieve well and to set challenging targets. Parents are informed of the personal targets that their children are working towards. The monitoring enables the school to target additional support from teaching assistants and learning mentors effectively. Procedures for safeguarding pupils are in place and the school works effectively with outside agencies.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's leadership, vision and dedication are exemplary. A parent commented, 'The headteacher is very strong and gets things done.' The headteacher is well supported by the senior leadership team and other staff in a determined approach to raise standards by providing an extremely caring and inclusive community, underpinned by strong values and good teaching. This approach leads to good achievement and good personal development. Subject coordinators are checking teaching and learning in order to make further improvements. Well-founded self-evaluation of the school's strengths and weaknesses is closely linked to the priorities expressed in the school's improvement plan. Governors are supportive and, because they know the school well, they hold it to account for its performance. Key issues from the previous inspection have been successfully addressed and the budget is well managed to support improved provision and to help to raise standards. The school has good capacity to continue to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

### The quality of provision

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

<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.

## 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 performance is monitored, evaluated and improved to meet challenging targets	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

Accrington Peel Park Primary School

Alice Street

Accrington

Lancashire

BB5 6QR

26 February 2007

Dear Children

We really enjoyed our visit to your school. Thank you for making us so welcome. We were pleased to see that you care about your school and the people in it and that you are very polite and courteous. We were very impressed by the pride you have in your school because it helped us with the inspection. For example, we learned that you feel safe and secure in school and that teachers are very friendly and give you interesting things to do so that you work hard and enjoy coming to school.

There are many things that your school does well. You benefit from good teaching because your teachers work hard to make lessons interesting so that you make good progress. All of you are really good to each other and to those children who have just joined your school or who need extra help. The school looks after you well and helps you to develop as individuals. The headteacher and all the staff and governors work hard to improve the school.

There are some things that I think could be better. More children can reach the higher levels in the national tests. You can help by working as hard as you can and understanding what you need to do to get to highest possible level. Your teachers can give you more opportunities to speak in lessons and to explain and develop your own ideas. You can help by making the most of the opportunities given to you and thinking about your work.

Thank you again for your kind welcome.

Yours sincerely

Michael Onyon

Lead Inspector