

Park Road Primary School

Inspection report

Unique Reference Number	106287
Local Authority	Trafford
Inspection number	324366
Inspection date	27 November 2008
Reporting inspector	Graham Martin

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	256
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	Mr S Reading
Headteacher	Mr N Carr
Date of previous school inspection	12 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Frieston Road Timperley Altrincham Cheshire WA14 5AP
Telephone number	0161 9724820
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Age group	4–11
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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 accuracy of the school's evaluation that pupils' achievement is outstanding; consistency in the quality of teaching and learning; how well school leaders and managers plan and monitor the use of resources. Evidence was gathered from: observations of lessons and checks on the quality of pupils' work; discussions with pupils, staff and governors; a review with school leaders of budget planning and the use of available funds. 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 assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is an average sized school. There is provision for children in Early Years Foundation Stage (EYFS) in the Nursery and Reception classes. About two-thirds of pupils live close by. Social and economic circumstances are more favourable than the national picture. The proportion of pupils eligible for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is below average. A few pupils are from minority ethnic backgrounds and a small number of these pupils are at the early stages of learning English. External evaluations of the school's work have resulted in it receiving a number of nationally recognised accolades, including the Basic Skills Quality Mark, National Healthy Schools, Investors in People, Active Schools Sportsmark and Artsmark (Silver) awards.

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. In all key aspects of its work the school provides high quality education that leads to exceptionally good outcomes for pupils. These include their outstanding achievement, their consistently high standards in national assessments and their impeccable behaviour. The school provides pupils with a friendly, calm and supportive environment in which to learn and develop. Because their children feel safe and learn very well, parents are pleased with the school. They are correct in their view that the school cares for their children exceptionally well and provides outstanding opportunities for them to enjoy learning and achieve. Pupils enjoy school, as seen in their good attendance. They show maturity beyond their years, for example, in their very positive attitudes to learning. Furthermore, they show great enthusiasm for contributing to the development of their school through the school council, such as in raising funds to develop an adventure playground.

Pupils make excellent progress throughout the school. Standards in English and mathematics are consistently well above the national average. In Key Stage 1, pupils attain exceptionally high standards in reading and mathematics. They reach good standards in writing, although in some Key Stage 1 lessons guidance to pupils on improving their writing is not consistently of a high enough quality to raise standards further. By Year 6, pupils attain standards well above the national average. Recent data show that all pupils attained at least the expected level (Level 4) in English, mathematics and science. The proportion of pupils reaching the higher level (Level 5) in these subjects was well above the national average seen in 2007. Pupils with learning difficulties and/or disabilities, and those for whom English is an additional language, achieve as well as their peers due to the outstanding support provided.

Pupils have enhanced opportunities to learn about cultural diversity and to experience uplifting creative activities. These enrich their cultural and spiritual experiences, so that their personal development is now outstanding, an improvement since the last inspection. Pupils' enthusiasm for learning and their confident responses to challenge are a great credit to them. They discover that learning together is exciting and fun. Older pupils carry out exemplary work, setting excellent role models and ably assisting younger pupils to develop their skills on the 'Learning Street'. Pupils relate exceptionally well to adults, holding confident conversations about their learning and their aspirations. As parents frequently comment, their children are very well prepared for high school by the time they finish Year 6.

Teaching is outstanding. Teachers invariably have high expectations of pupils' learning and achievement. The exceptionally good guidance and support they provide in most lessons enable pupils to understand their learning targets and focus on reaching them. Teachers pitch lessons at exactly the right level, almost always supporting learning exceptionally well in their explanations of how pupils can improve their work. Teachers are clear about what they want pupils to learn. They ensure that this is communicated to pupils so that they know how each lesson links with prior learning and what they are aiming to achieve.

Pupils have an abundance of interesting and inspirational opportunities, described typically by parents as, 'a terrific range of learning experiences'. This outstanding curriculum gives rise to great enjoyment of learning and pupils' exceptionally positive attitudes. As well as very good provision for the statutory curriculum, pupils enjoy a great range of activities that sustain their interest and extend their skills in preparation for their future education, including learning French and Spanish. The quality of care for pupils is exceptionally good. Current requirements

to safeguard pupils' well-being are met. Pupils say they trust their teachers to help them to deal with any personal or academic problem, affirmed by parents who comment, typically, that 'the teachers are all so caring and know every child as an individual'. One pupil, new to the school, spoke very positively of how teachers ensured that a small group of friends were waiting to support her when she arrived.

School leaders have maintained a high level of effectiveness. Governors provide good support for this work. The outstanding leadership of school managers, with strong support from the staff team, sustains improvement very well. Furthermore, it ensures that the school budget is used efficiently to promote very effective school development. Clear direction provided by school leaders gives the school a very strong climate for learning. This is seen in the outcomes for pupils and the strong support for its work from parents, typified in comments from them such as, 'my child is full of confidence and happiness', and, 'my child flourishes in all aspects of her school work'. There is excellent promotion of cohesion within the school community, and the school is working exceptionally well to extend this to the wider community. The school has exceptionally good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Outstanding provision in the Nursery and Reception classes results in the children developing exceptionally good personal, social and learning skills. Parents speak of the, 'truly wonderful learning foundation for the future', imparted by the EYFS provision. When they start in the Nursery the children's skills are broadly similar to those expected nationally. During their time in the EYFS their achievement is outstanding, so that by the time they move on to Year 1 many exceed the goals expected for their learning by the age of five. Children who find learning difficult make very good progress because they have exceptionally good support to help them achieve any learning goals they are still working towards. An exceptionally good outdoor area is very well used for learning across the curriculum for both the Nursery and Reception children. Similarly, outstanding opportunities are provided when the children work with adults and older pupils on the variety of activities provided on the 'Learning Street'. Occasionally, though, in the classrooms, activities are not quite as well organised to enable children to develop their independence and explore self-sufficient learning opportunities. The exceptionally good care for the well-being and personal development that children receive is acknowledged by parents in comments such as, 'I feel that the staff are really embracing the Every Child Matters framework'.

What the school should do to improve further

- Ensure that guidance on writing given to pupils in Key Stage 1 is consistently of sufficient quality to raise standards of writing further by the end of Year 2.
- Ensure that opportunities for EYFS children to take responsibility for their own learning and develop independence are provided consistently well in the play room

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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?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is provision in the EYFS led and managed?	1

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	2
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	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**

Thank you for making me welcome and for helping me so much when I inspected Park Road School. I really enjoyed sharing the great fun of your lessons with you, looking at your work and discussing your learning. I was pleased to discover that your school is an outstanding place to learn and achieve. The adults look after you exceptionally well and your parents are very pleased with how well you are cared for. I was impressed with the way older pupils set a good example to younger children when you learn together on the 'Learning Street'. Your behaviour is excellent and this helps to make the school a delightful and safe place in which to learn. You know a lot about how to stay fit and healthy and told me that you have many opportunities for sport. Every pupil I spoke to said they enjoy school, so it is no surprise that your attendance is good, well done!

You make a wonderful contribution to your school and the wider community. You show how well you care for others in many ways, including raising funds for charities. Several of you pointed out the new adventure playground that you helped to raise funds to build.

You make exceptionally good progress with your work because the teaching is always at least good and, mostly, outstanding. The opportunities you have for learning are very interesting combined with many visits, visitors and clubs. You are lucky to have the opportunities to learn French and Spanish. Your headteacher and the other adults are keen to make your school even better. To help with this, I have asked them to do the following things.

- Make sure that the pupils in Years 1 and 2 are always given the best possible help to achieve the best they can in their writing.
- Make sure that the children in the Nursery and Reception play rooms have even better opportunities to explore the activities and learn from their own experiences.

You can help by continuing with always doing your best. Thank you again for helping me to learn from you how very good your school is.