

Parklee Community Primary School

Wardour Street, Atherton, Manchester, M46 0AR

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This good school is led very efficiently by an ambitious headteacher who is supported by a capable, well-trained senior leadership team, and a challenging and effective governing body.
- Together with an improving middle leadership team, they have ensured that the quality of teaching and pupils' learning has improved since the previous inspection. Standards across the school are rising.
- From often lower than typical starting points when children start school, all groups of pupils in all key stages make good progress in reading, writing and mathematics. Standards by the end of Year 6 are usually above average.
- The quality of teaching, including in the early years, is good. Teachers know pupils well. They plan exciting activities and ensure that pupils are always ready and eager to learn.
- Pupils behave exceptionally well in lessons. Their attitudes to learning are positive.
- The school's work to keep pupils safe and secure is good. Pupils are well looked after and say that they always feel safe.
- Pupils benefit from a good curriculum which fully engages their interests, particularly in writing, music, visual art, sport and French.
- Pupils enjoy school. Their attendance is above average.
- Pupils' spiritual, moral, social and cultural understanding is good, as is their knowledge and appreciation of British values.
- Parents are highly complementary about all aspects of the school. They are confident that their children are safe, well looked after, and achieving well.
- Early years provision for children in the Nursery and Reception classes is good. Children enjoy their learning, make good progress and achieve well.

It is not yet an outstanding school because

- Teaching assistants, and other adults who support teachers and pupils, are not always as effectively deployed as they could be, to ensure pupils', and children's, good progress.
- Teachers' do not always use information on pupils' performance effectively to ensure that all pupils, especially the most able, achieve to the very best of their ability, particularly in Key Stage 2.
- The new outdoor learning areas in the early years do not yet generate outstanding learning

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read.
- Inspectors listened to pupils read and held discussions with pupils from across the school. They scrutinised pupils' work during lessons and separately with senior leaders.
- Inspectors considered 22 responses to the online questionnaire (Parent View), as well as the school's own surveys of parents' views. A meeting was held with 11 parents.
- Responses to the inspection questionnaire completed by 35 members of staff were considered.
- A meeting was held with three governors, including the Chair of the Governing Body. Inspectors met with school leaders and staff responsible for various subjects and phases, including English, mathematics, early years, Key Stages 1 and 2 leaders, and the leader responsible for provision for disabled pupils and those who have special educational needs.
- An inspector met a representative from the school's local cluster group of schools and held a telephone conversation with a representative from the local authority.
- Inspectors examined a range of documents. These included the school's reviews of its own performance, information about pupils' progress, checks on the quality of teaching, development plans, the school's, various records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector	Additional Inspector
Marilyn Massey	Additional Inspector
Lorna Elizabeth Rushton	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- An average proportion of pupils are disadvantaged and supported by pupil premium funding. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost all pupils are of White British heritage.
- Children in the early years provision attend Nursery on a part-time basis. Reception classes are attended on a full-time basis.
- A breakfast club, known as 'Bright Sparks', is available to pupils. This is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the time of the previous inspection, there have been a number of appointments, including eight teachers, six teaching assistants and an early years manager. The senior leadership team has been reorganised and a number of new governors, including the Chair of the governing Body, have joined the governing body.
- Since the previous inspection, the school has undergone significant building work. This includes four new classrooms, outdoor learning and playing areas for children in the early years, a library, and resource and music rooms.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, and in so doing, raise levels of achievement across the school, particularly in Key Stage 2, by making sure that:
 - teaching assistants and other adults who support teachers and pupils, including children in the early years, are always effectively deployed to enable pupils to always make at least good progress
 - teachers always use information on pupils' performance effectively to enable all pupils, especially the most able, to achieve to the very best of their ability.
- Improve children's learning and progress in the outdoor learning areas for children in the Nursery and Reception classes, to ensure a greater proportion of children enter Year 1 with the skills and abilities necessary for the next stage of their learning.

Inspection judgements

The leadership and management are good

- This is a school that has been transformed since the previous inspection, with its attractive and well laid out new classrooms, new and refurbished outdoor learning and playing areas, and recently appointed teaching staff. The school is exceptionally well led and managed by a highly efficient and ambitious headteacher who, together with her senior leaders, staff and governors have worked tirelessly to raise standards and improve the quality of teaching.
- Senior leaders have been uncompromising in ensuring that all teaching is at least consistently good. They have worked in close partnership with their local cluster of schools to offer to staff a comprehensive programme of continuous professional development, which has helped to improve teachers' practice, and the effectiveness of the middle leadership team.
- Middle leaders, as well as those responsible for coordinating teaching and learning in English and mathematics, are effective in their roles. Although most are new to their roles, middle leaders work well together to provide good support to teachers new to the school. They regularly assess the quality of teaching, and check the quality of teachers' marking.
- The performance of teachers is closely monitored. Teachers are set challenging targets, all of which are linked to improving outcomes for pupils. The school's records of the quality of teaching show that senior leaders clearly identify what teachers need to do to improve, and that teaching is continually improving. Leaders know that, for example, their next steps are to check the performance of teaching assistants more regularly and to further support them in developing their classroom practices.
- Pupil premium funding is used effectively to raise standards and enrich the learning of the pupils it supports. Senior leaders ensure that no pupil misses out on any aspect of school life because of their personal or family circumstances. The gap in achievement between disadvantaged pupils and their peers at the end of Year 6 in 2014 has been narrowed, particularly in mathematics. In some year groups, including the current Year 2, disadvantaged pupils are performing better than their peers and other pupils nationally.
- The school's fully implemented new curriculum is increasingly effective in developing pupils' reading, writing, spelling, grammar, punctuation and mathematical skills, and has led to improvements this year, particularly in Key Stage 2. It captures pupils' imagination, through visits to places of interest, which include castles, museums and theatres, and through topics exploring Brazilian culture, the Anglo Saxons, and life during the Second World War.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils learn about the major world faiths, and have visited churches, a mosque, and a synagogue. Pupils organise fund-raising events, and have raised money for various cancer charities. All pupils in Year 4 have the opportunity to play the flute or clarinet. Pupils throughout the school are offered music tuition, and many regularly play the piano, drums, trumpet, guitar, and engage in singing activities and choral events.
- Pupils are well aware of British values, and understand that 'Britishness' extends beyond the bounds of the local village. Pupils understand the principles of democracy and the rule of law, as demonstrated when they hosted their own parliamentary election during the general election. Visitors from the local authority and celebrations during 'Multi-cultural Week' help to develop pupils' understanding of the culturally diverse nature of British society.
- The school promotes a strong relationship with parents and the community. Parents agree that their children are safe, well looked after and behave well. All would recommend the school to others. They appreciate being 'kept in the loop'.
- Senior leaders and governors ensure the primary school sports funding is well spent. Funding has had a good impact on developing teachers' skills, through their work alongside experienced instructors, and improved pupils' participation in a range of sports, including kurling, volleyball, rugby and cross-country running. A residential weekend is available for upper Key Stage 2 pupils with exceptional sporting talents.
- The school's work to challenge discrimination and promote equality of opportunity is good. Inspection evidence shows that all groups of pupils make at least good and sometimes outstanding progress. Senior leaders carefully review data that shows how well different groups of pupils are learning. They are yet to ensure, however, that teachers always use this information to good effect, particularly to ensure that the most able are challenged so that they reach their full potential.
- The local authority provides light-touch support to the school. The school also benefits from support brokered through the local consortium of schools, and works with specialists to, for example, make sure that the quality of pupils' writing is correctly assessed. The school has also enlisted the support of external consultants to check on the quality of early years provision.

- The school takes care to ensure that all statutory requirements for safeguarding are met, and has in place effective arrangements for safeguarding pupils, including children in the early years. All members of staff are familiar with safeguarding procedures and know exactly what to do if a pupil alerts them to a concern regarding their safety or well-being.
- **The governance of the school:**
 - Governors are effective in their roles. They challenge the school and are fully aware of what it needs to do to further improve. They know that pupils' performance at the end of Year 6 in 2014 dipped and was not as good as the school's usual performance, especially in mathematics and grammar, punctuation and spelling. Governors are working closely with senior leaders to ensure that current Year 6 pupils are making good progress, and attaining well. They have a good understanding of the progress of all groups of pupils and of how data on the progress of pupils compares to other schools.
 - Governors have an accurate view of the quality of teaching because they receive regular reports from senior leaders, and because they come into school to spend time in the classroom and look at pupils' work. They are prepared to reward teachers for their good work, but only when there is sufficient evidence of pupils' good achievement. They ensure that any weak teaching is addressed.
 - Governors have made it a priority to ensure that disadvantaged pupils supported through pupil premium achieve well, enjoy their learning and are able to participate in all aspects of school life. They know that 'booster' classes, homework clubs and training for teachers are making a difference, and are narrowing any gaps between the performance of disadvantaged pupils and others.
 - Governors are well trained and regularly participate on courses, and attend conferences in order to keep themselves abreast of new regulations, and developments in education.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils' behave exceptionally well in lessons. They are eager to please, and to secure success, both for themselves and their teachers. This is evident in most classrooms where every pupil's hand is up, eager to ask, or to answer a question. Pupils behave well around the school, including at break and lunchtimes.
- Pupils who spoke to inspectors, including children in the early years, are of the opinion that behaviour is almost always good, and that any 'messing about', 'or shouting out' is rare. Parents who responded to Parent View are also of the view that behaviour is good, as are staff. Inspection evidence, including a scrutiny of the school's behaviour logs, and discussions with pupils, parents and governors confirms that behaviour over time is also typically good.
- Pupils enjoy coming to school. Their attendance is above average and they have good attitudes to learning. However, occasionally when work lacks challenge, a few pupils can lose focus in their learning.
- Pupils are polite, well mannered, respectful to each other, their teachers and visitors, and enjoy talking about their learning. They are punctual and participate in various morning activities, including those offered through the Bright Sparks breakfast club.
- Pupils take great pride in their appearance, and are fully appreciative of their bright, attractive and engaging classrooms.
- Pupils, particularly in Key Stage 2, are mature, and enjoy having responsibilities as members of the school and eco-councils, and when organising reading activities through the book club.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they always feel safe at school and that they are confident in talking to any member of staff if they have a worry or concern. They say that any concerns are dealt with immediately.
- Pupils are of the view that bullying rarely, if ever, happens. They know that discriminatory behaviour can take many forms. For example, Key Stage 2 pupils noted, 'racism is when you disrespect someone, and think that you are better than they are'. Pupils were quick to point out to inspectors that this never happens in school, and that the school takes any form of prejudice seriously.
- Older pupils know what cyber-bullying is, and that it can take place on computers, social networking sites, mobile phones and hand-held games. They learn about e-safety through regular assemblies and know the rules for using computers and tablets in school. Older pupils are able to give good advice to pupils in Key Stage 1 on internet safety, and know never to respond to 'nasty texts' and to 'only go onto sites that teachers say are OK.'

- Various visitors from fire, police, and social and health services regularly attend assemblies and classes to warn pupils about various dangers and risks, and help them to assess safe and unsafe situation. Pupils in Year 6 learn the basic cardiopulmonary resuscitation techniques (CPR), and all pupils learn how to ride their bicycles safely.

The quality of teaching

is good

- The quality of teaching, including in the early years, is good and has improved since the previous inspection. Pupils learn in bright classrooms, with lots of information available to them on how they can improve their reading, writing, calculations, problem solving, grammar, punctuation and spelling skills.
- The quality of marking of pupils' work is good. Teachers take care to identify how pupils can improve their work. They check carefully to see if their comments have been adhered to and that pupils have improved their work as a result of them. The school's approach to improving pupils' grammar, punctuation and spelling skills is highly effective. Teachers always identify mis-spelt words, and incorrect punctuation, and encourage pupils to practise and improve their skills in these areas. Standards of attainment by the end of Key Stage 2 have improved rapidly since 2014.
- Teachers take all opportunities to develop pupils' reading skills and to encourage them to read widely and often. This they do through regular whole-class reading activities, where pupils develop their skills in identifying key information from texts, and routinely asking pupils to read from the board.
- Teachers make learning interesting, and regularly provide opportunities for them to engage in practical activities, such as experiments. This was exemplified in an exciting and fully engaging science class in upper Key Stage 2 where pupils were investigating the characteristics of light, and how it travels. After a rapid-fire question and answer session where pupils eagerly shared their ideas, the lights were turned out. Pupils then created shafts of light using torches and card and examined how the light they had produced reflected from a mirror.
- Teachers are always clear about what pupils are intended to learn, summarise previous learning and quickly set pupils about their tasks. This was the case in a Key Stage 1 English class where pupils were learning a well-known poem about hot food. The teacher skilfully teased out from pupils the different aspects of language that can be used to bring poems to life, including metaphors, 'interesting' adjectives, rhyming words and similes, before getting them on their feet to perform the poem. Pupils made progress in their learning and were eager to create actions to illustrate the 'popping eyes', 'flapping hands' and 'puffing and blowing' of the main character in the poem. They were exceptionally well prepared to engage in their own poetry writing.
- Teachers and teaching assistants usually work well together to ensure that pupils achieve well. This was exemplified in a lower Key Stage 2 mathematics class where pupils were practising their multiplication and division skills. While the teacher worked with the largest group of pupils to develop their skills in adding three-digit numbers, a teaching assistant worked effectively with a second group to build their confidence in adding smaller numbers. However, teaching assistants and other adults who support teachers and pupils, including children in the early years, are not always effectively deployed and this sometimes hampers pupils' achievements.
- Most teachers challenge pupils, and develop their confidence in sharing their ideas with their peers. This was shown in a class where pupils shared their ideas on how their daily routine of getting up and preparing for school differed from that of children in Brazil. However, teachers do not always use information on pupils' performance effectively enough to enable all pupils, especially the most able, to achieve to the very best of their ability, particularly in Key Stage 2. Occasionally, work for the most able pupils lacks challenge.

The achievement of pupils

is good

- All groups of pupils in all key stages make good progress in reading, writing and in mathematics. By the end of Year 6, pupils usually attain standards that are above the national average.
- The performance of pupils at the end of Key Stage 1 has continually improved over the last five years. Pupils achieve well in Key Stage 1 to reach standards that are broadly average in reading, writing and mathematics. Inspection evidence indicates that pupils in Key Stage 1 are continuing to make good progress.
- Pupils' good progress continues through Key Stage 2. In 2014 however, pupils' attainment at the end of Year 6 fell and was below average, particularly in reading, mathematics and grammar, punctuation and

spelling. This was in part due to an unusually high proportion of pupils in this year groups with more complex special educational needs. For most pupils, the levels of attainment reached represented at least expected progress from their previous starting points in Year 3. However, the proportion of pupils performing better than this was lower than in previous years. Inspection evidence confirms that the performance of this year group was not typical. School data shows that the vast majority of pupils made good progress across Key Stage 2 in 2014. Work in pupils' books also shows that current Year 6 pupils are attaining at least the expected standards for their age and that pupils across the Key Stage 2 classes are continuing to achieve well.

- Pupils achieve well in reading. The proportion of pupils reaching the expected standard in the national reading screening check at the end of Year 1 in 2014 was above average. Pupils enjoy reading and participating in 'book club'. They read clearly, and with good expression, enjoy poetry, and are familiar with the work of a wide range of authors. Those who read to inspectors were eager to discuss their books, and were highly skilled at assessing the quality of reading by their peers.
- Pupils' progress in writing was at least good in all year groups in 2014, and has improved further this year. Work in pupils' books shows that they have many opportunities to practise their writing skills and produce extended pieces of writing, many of which relate to educational visits.
- Pupils across the school, particularly in Year 6, demonstrate good spelling, punctuation and grammar skills, as shown by the work in their books, and in teachers' consistently good, and effective approach to marking. Pupils' skills and achievement currently in Year 6 in these areas are much improved on results from national tests in Year 6 in 2014.
- In Year 6 in 2014, a below average proportion of pupils made the expected rate of progress in mathematics. Although the large majority of pupils reached the expected level of attainment, only a small minority reached the higher Level 5. Targeted training for staff, along with a more consistent approach to problem solving and a stronger focus on deepening pupils' mathematical understanding is paying off. Pupils' progress in mathematics has accelerated this year. School data and inspection evidence shows that most pupils are making good progress in this subject across most year groups.
- Disabled pupils and those who have special educational needs are looked after well by highly trained teachers and teaching assistants. At the end of Year 6 in 2014, the attainment of pupils with special educational needs was below that of similar groups of pupils nationally. However, from their exceptionally low starting points, most of these pupils made outstanding progress in writing, and good progress in reading and mathematics. They are also currently making good progress across most year groups, and attaining highly, especially in Year 2.
- Disadvantaged pupils achieve well. In Year 6 in 2014, the attainment of disadvantaged pupils was more than two terms behind their peers in school in mathematics and writing, and approximately one term behind in reading. Disadvantaged pupils' attainment was about three terms behind non-disadvantaged pupils nationally in reading and writing, and four terms behind in mathematics. All disadvantaged pupils made at least expected progress in writing, as did most in reading. A small number of pupils did not make the expected rate of progress in mathematics. However, the school's own data and inspection evidence show that currently disadvantaged pupils are making at least good progress, including in mathematics, across the school. Their attainment in reading, writing and mathematics currently in Year 2 for example, is higher than that reached by other non-disadvantaged pupils nationally in 2014. Gaps between disadvantaged pupils and their peers in school are rapidly closing.
- The achievement of the most able pupils is improving quickly, as shown in the quality of their work and the higher proportion of pupils currently in Year 6 are working at the highest possible Level 6 in mathematics and writing. Teachers generally have higher expectations of what the most able pupils can achieve and increasingly are setting them harder work in class and extra challenges. Year 6 pupils' good quality writing, love of reading, willingness to do extra homework, and their participation in 'booster' classes have all helped to support their much-improved attainment. Even so, sometimes across the school, work still lacks challenge to enable the most able to always achieve their very best.

Early years provision

is good

- The early years provision has completely transformed since the previous inspection. Children benefit from bright and well-resourced classrooms, and new, and developing, outdoor learning and playing areas. The leadership and management of the early years is new too, as are teachers. However, all staff are well trained, caring, and provide interesting learning opportunities that children find memorable, and stimulating.
- Most children start the Nursery class with skills and abilities which are below those typical for their age in most areas of learning, including personal and social development, communication, language, reading and

writing. However, all groups of children make good progress through the early years. The proportion of children who reached a good level of development by the end of the Reception Year in 2014 was average overall. The majority are well prepared with the personal and academic skills they need for the next stage of their learning in Year 1.

- The quality of teaching is good. This was exemplified in the Nursery class where children made good progress while engaged in different activities linked to the theme of pirates. Children listened intently to a story and then eagerly responded to a series of questions before participating in various activities such as fishing for numbers, using scissors to make pirate cards, making treasure maps, and writing.
- Teachers develop children's listening skills well, and are always clear about the focus of children's learning. This was demonstrated in a Reception class where a teacher was using a story and cartoons to illustrate internet safety. Children showed their understanding by asking sensible questions. Their understanding was developed further as they named and labelled various pictures, and used their phonic skills to sound out words such as 'laptop'.
- Indoor provision is good with displays of children's work and lots of opportunities available for children to work on computers, to count and work out volume, and to learn about the properties of water and sand. Staff regularly assess children's learning by, for example, documenting their coordination, writing and number skills. Parents are encouraged to record children's learning at home. Staff are constantly exploring ways to further assess and record children's development and further engage parents to participate in this process.
- Children are well behaved and enjoy talking about their learning. They are cooperative, work well together, take turns and share toys and learning equipment. Children conduct themselves in a safe manner when learning in outside areas. They enjoy playing on their wheeled toys, cooking and construction activities. However, the outdoor learning and playing areas are new and provision is still developing. Senior leaders have advanced plans in place to improve the quality of provision so that children's learning outdoors is as high quality as it is indoors and that the activities on offer enable all children to make at least good progress.
- Parents who talked to inspectors and completed the online questionnaire (Parent View) appreciate that their children are kept safe, are well looked after and are making good progress. Staff ensure children's safety by applying the same good safeguarding procedures in operation in Key Stages 1 and 2 to the early years.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106426
Local authority	Wigan
Inspection number	461899

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair	S Reece
Headteacher	Michelle Ridsdale
Date of previous school inspection	17 March 2011
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