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2 March 2012

Ms K Dhanecha  
Park Way Primary School  
Park Way  
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Kent  
ME15 7AH

Dear Ms Dhanecha

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:  
monitoring inspection of Park Way Primary School**

Thank you for the help which you, your staff and pupils gave when I inspected your school on 1 March 2012 and for the information which you provided during the inspection.

The number of pupils in your school continues to rise, with those joining at other than usual times also increasing. In particular, the proportion of pupils from minority ethnic groups is growing rapidly, and for many of these, English is an additional language.

As a result of the inspection on 12 and 13 October 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and the effectiveness of the school in improving pupils' behaviour is good.

**Achievement of pupils at the school**

When they join the school, most children are working well below the levels typically expected for their age, especially in the area of communication, language and literacy. At the end of Key Stage 1, pupils' attainment in reading and mathematics is broadly average. Their attainment in writing is lower but improving. This pattern is replicated at the end of Key Stage 2, with average attainment in mathematics and lower attainment in English, but with the gap closing. Pupils make at least



satisfactory progress and assessment information indicates that many make good progress. Pupils' progress is accelerating as a result of more effective teaching and well-targeted interventions. Assessment information is thoroughly moderated and reliable. It is used better by teachers to plan lessons that build systematically on pupils' prior learning. Target setting is functioning well at all levels. Whole-school targets are challenging, particularly in the context of high mobility within the pupil population. Individual pupils' progress is reviewed regularly and rigorously. In discussions, older pupils were clear about what level they were working at in English and mathematics and could explain how they needed to improve their work.

### **The quality of teaching**

The quality of teaching is improving. It was good in the majority of the lessons observed and no inadequate teaching was seen. There has been a successful focus on the use of assessment for learning. While there are still inconsistencies in the skills of teachers and teaching assistants, there is also excellent practice that is being shared. Pupils are provided with more opportunities to work independently. However, in some lessons their progress slows sometimes because they are not always clear about the purpose of activities and tasks are not well sequenced. In addition, teachers do not always respond quickly enough when it is evident that some pupils are struggling to engage with tasks.

In the most effective lessons, learning objectives were clear and appropriately challenging. Success criteria were used effectively and questioning probed and consolidated pupils' understanding. Teachers continually evaluated pupils' progress to move them, as they were ready, to the next level of learning.

The revised whole-school marking policy is implemented by all teachers. There are growing strengths in marking that clearly identifies how pupils can improve their subject-specific skills and checks that they are responding to guidance.

### **Behaviour and safety of pupils**

The school is an orderly and harmonious community where pupils feel valued as individuals. The pupils who were asked were unanimous in saying they felt safe and well looked after in school. Pupils show respect for each other and adults consistently. They generally enjoy learning, feel free from bullying and harassment, and are confident that staff will sort out any problems that might arise. The school has been working hard and effectively with parents and carers to share and gain support for the high expectations for behaviour. Clear behaviour management systems highlight the crucial relationship between positive attitudes and successful learning well. Consequently, pupils contribute with growing confidence in lessons and are more prepared to take responsibility for their learning. Attendance is improving and is currently above the national average.



## **The quality of leadership and management of the school**

The headteacher gives strong direction to the work of the school. She is well supported by senior leaders. Together, they share a vision of improvement and a detailed understanding of the school's strengths and weaknesses. Leadership roles across the school have been revised since the school's previous inspection. They are focused sharply on improving teaching and learning and raising achievement. New appointments have been made at middle leadership level. Drive and ambition have been injected into a team that is developing the skills of monitoring and evaluation rapidly. Performance management is robust. Staff are very clear that they are accountable for pupils' progress and appropriately supported through well-tailored professional development.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jacqueline White  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2010**

- Improve learning and progress and raise attainment for all pupils in English and mathematics by:
  - using assessment information more effectively to improve teaching so most lessons are good or better
  - making sure there is a clear purpose to lessons
  - providing more opportunities for pupils to work independently.
- Develop further the roles of middle managers so they are able to participate more fully in rigorous monitoring activities to help teachers improve their lessons and further improve attainment and progress.
- Improve attendance to be better than average by developing more effective partnerships with parents and carers.

