

Park Primary School

Inspection report

Unique Reference Number	106728
Local authority	Doncaster
Inspection number	377453
Inspection dates	13–14 March 2012
Lead inspector	John Foster

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	366
Appropriate authority	The governing body
Chair	Steve Pynegar
Headteacher	Wendy Adamson
Date of previous school inspection	13 January 2011
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Introduction

Inspection team

John Foster

Lindsay Hall

David Matthews

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 15 lessons involving 15 teachers. Approximately eight hours were spent in the direct observation of pupils' learning. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, looking at a range of documentation including development planning, that relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Inspectors analysed 39 parental questionnaires along with those of pupils and staff. There were no responses to the online questionnaire (Parent View) for consideration by inspectors prior to the inspection.

Information about the school

The school is larger than the average sized primary school. About 75 per cent of pupils are of White British heritage, with the remaining pupils being from a range of minority ethnic backgrounds, predominantly of Eastern European origin. The proportion of pupils who speak English as an additional language is well above average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is above average.

In 2011, the school did not meet the government's floor standard. At the previous inspection in January 2011, the school was given a notice to improve. Since the previous inspection there have been many changes of staff. About one third of the teaching staff has changed during the past year. A new senior leadership team was appointed in September 2011 to support the headteacher, comprising a deputy headteacher and two assistant headteachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement because it is performing as well in all circumstances as it would reasonably be expected to perform.

- This is a satisfactory school. It is not a good school because teaching is not good and pupils could achieve more.
- From starting points that are well below those expected when they start in the nursery, pupils make satisfactory progress throughout their time at the school. In the Early Years Foundation Stage, children are not always challenged well enough because too much emphasis is placed on learning through free play with limited work directed by adults. Attainment has fallen at both key stages over recent years. As a result of good teaching, the current Year 6 cohort is now making good progress and their attainment is broadly in line with national averages in English and mathematics. The development of pupils' basic literacy and numeracy skills is inconsistent across the school.
- The quality of teaching varies widely across the school but overall it is satisfactory. In lessons where the teaching is good, pupils enjoy learning and make good progress. Where teaching is less effective, often because the curriculum is not always delivered in a lively and interesting way, pupils' progress slows.
- Pupils' behaviour is satisfactory overall. Recent changes to the school's behaviour policy and a more consistent approach to behaviour management has resulted in fewer incidents of inappropriate behaviour in lessons and around the school. Most pupils say that they enjoy school and that they feel safe.
- Leadership and management are satisfactory overall. Recent changes, particularly the formation of an effective senior leadership team, have brought about improvements in the school and achievement is rising in English and mathematics although changes are too recent to have had a significant impact on pupils' attainment and progress. Senior leaders are improving teaching and managing performance through regular monitoring and targeted professional development.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment further in English and mathematics by:
 - ensuring that teaching is consistently good or better by the end of the summer term 2012
 - using data gathered from accurate assessment of pupils' progress to inform teachers' planning for future learning so that all pupils are well challenged
 - giving pupils frequent and regular opportunities to use their literacy and numeracy skills in other subjects.
- Develop learning experiences for children in the Early Years Foundation Stage by:
 - giving them daily opportunities to develop their literacy and numeracy skills in a structured manner, with some led by an adult
 - ensuring that accurate assessment of children's progress is made and used effectively to challenge them at all levels.
- Improve the quality of the curriculum by:
 - ensuring that all activities engage and motivate pupils to learn and consolidate and develop their basic skills.

Main Report

Achievement of pupils

When children start in the Early Years Foundation Stage their skills and abilities are typically well below that expected for their age. During their time in Early Years Foundation Stage their progress is satisfactory overall. However, too much learning is through play, with too little intervention and support from adults. While opportunities are made available for them to develop their basic skills in literacy and numeracy, there is limited formal structure to their learning which slows their progress. In the rest of the school, all pupils, including those who are disabled or have special educational needs, make satisfactory progress overall because the teaching they receive is satisfactory. Pupils' attainment has been falling over recent years, but this trend has been halted because of better quality teaching found in some classes. Lesson observations and scrutiny of their work, shows that the current Year 6 pupils are now making good progress and are on course to meet their targets.

Pupils make variable progress in their learning because teaching is inconsistent. In the best lessons, pupils are motivated to work hard and teachers inspire their learning. In a Year 1 literacy lesson, for example, pupils were producing a book for the children in Early Years Foundation Stage based on the children's topic of 'Castles'. Under careful guidance from the teacher they knew that they could use titles, captions and labels to illustrate their work. They were keen to participate in the lesson and gained much from their experience. Older pupils in a Year 6 literacy lesson confidently identified many aspects of their writing and discussed within groups how their work could be improved. They worked closely together, confidently supporting each other's learning. Where pupils make slower progress in their learning, it is often because they are not challenged to think enough about their tasks. In these lessons, the teachers talk too much without encouraging pupils' active participation in

their learning. Most pupils are keen readers. By the end of Key Stage 1 standards in reading are below average and by the end of Year 6 most reach average standards. The teaching of phonics (linking letters with sounds) is inconsistent across the school.

Most parents and carers believe that their children make good progress; inspectors found that overall progress is satisfactory.

Quality of teaching

The quality of teaching and learning is satisfactory overall. It is variable across the school and inspectors observed a range of teaching from good to inadequate. Where teaching is particularly good it is because the teachers challenge their pupils well through a range of interesting activities. In these lessons pupils are keen to participate in their learning and they work hard to please their teachers. The relationships are good in these lessons and pupils have confidence to say or to try things, knowing they will be supported if they get things wrong. In lessons which are less effective, pupils are not as enthusiastic, often because the work set is uninspiring or lacking challenge. The pace of learning is too slow to encourage pupils to participate and pupils spend too much time sitting on the carpet listening to the teacher talking, instead of being actively engaged in challenging tasks. As a result some minor disruption is occasionally seen, with the teachers having to spend time dealing with this rather than in direct teaching. Pupils told inspectors that the inappropriate behaviour occurs much less frequently now than in the past and that they find learning more enjoyable because of this.

Teachers' assessment of pupils' work, including in the Early Years Foundation Stage, is variable but overall it is satisfactory. The school has recently revised its policy for marking pupils' work, but the new arrangements are not followed consistently across the school. Where it is best, teachers inform pupils of what they are doing well and how they can improve their work. Pupils are involved in the process and undertake checks on their own and their friends' work. In some classes the marking gives limited indications of how pupils' work can be improved.

Curriculum planning to develop numeracy and literacy skills is variable across the school. The most effective use of these skills is when pupils are given opportunities to write or use number in other subjects, although this is inconsistent. In some classes, pupils are encouraged to use their skills in, for example, researching their topic work, while in other classes the teacher does not use opportunities that arise well enough, such as using dictionaries for pupils to check their spellings. Within the planned curriculum, pupils are given opportunities to work together in pairs and groups which has a positive impact on their spiritual, moral, social and cultural development.

Most parents and carers believe that teaching is good. Inspectors found it to be satisfactory.

Behaviour and safety of pupils

The school has taken appropriate steps to ensure that pupils' behaviour in lessons has improved, so that disruptive behaviour now occurs rarely. This has led to pupils being able to concentrate better on their work and subsequently make more secure progress in their learning.

Most parents and carers feel that behaviour is good at the school, though some pupils' believe that inappropriate behaviour often disrupts their learning. Inspectors found that behaviour is satisfactory overall, and it is better in lessons when the quality of teaching is at its highest. The school's records show that incidents of inappropriate behaviour have fallen rapidly since the new arrangements for behaviour management were introduced. All teachers do not consistently apply the procedures so, at times, pupils are not sure what is expected of them.

Pupils say that they feel safe in school and their parents and carers agree that they are. Pupils are confident that if they have a problem, there is always an adult in whom they can confide, knowing that it will be dealt with effectively. They know about different forms of bullying and say that there is little bullying in school and when it occurs the staff deal with it quickly. Although attendance has improved over the past two terms, it remains below average. The school has introduced effective systems for tracking pupils' absence and most pupils now attend school more regularly.

Leadership and management

Following a period of instability, when there was no senior leadership team in the school, there is now a secure and capable team working effectively to move the school forward. Members of the team work closely together, giving the headteacher their full support. The implementation of secure planning is improving the school's provision at a steady rate. More effective monitoring of teaching and learning is now securely in place and this, alongside effective leadership of English and mathematics, has resulted in improving standards in these subjects. Sharper professional development is helping to improve teaching. The senior leadership team has worked alongside staff to improve behaviour and attendance. Their success in these areas is having a positive effect on pupils' attitudes to learning. There have been several changes in staff, which have brought fresh ideas into the school. This, too, has had a positive effect on the school's ethos. Governance is satisfactory and improving rapidly. Members of the governing body visit the school regularly and hold it to account in a positive way. As a result of the improved systems and their growing impact, the school's capacity for sustained improvement is satisfactory.

Systems have been introduced to monitor pupils' achievement and teachers are now more aware of what the pupils can do. The data from the assessments is being used more effectively to plan for pupils' learning and this is beginning to have a positive effect on raising standards in some classes. The senior leadership team are aware of the weaknesses in the quality of teaching and learning and have secure plans in place to remedy the shortcomings. The school's evaluation of its current performance is largely accurate and the results of this evaluation are used well in devising plans for improvement.

The curriculum is satisfactory. It is implemented adequately to provide a sound range of learning experiences. The curriculum promotes pupils' satisfactory spiritual, moral, social and cultural development.

Pupils' welfare is paramount in the school's ethos. Safeguarding arrangements fully meet current requirements. The school ensures equality for all groups of pupils within its community. Discrimination is not tolerated and this contributes positively to a harmonious community.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2012

Dear Pupils

Inspection of Park Primary School, Doncaster, DN2 4JP

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school.

Your school provides you with a satisfactory education. The inspectors found that the school has improved since the previous inspection and that it no longer requires a 'notice to improve'. Most of you work hard and concentrate well in lessons although occasionally some of you disrupt other children's learning. The teaching you receive is satisfactory overall and this helps you to make satisfactory progress. Nevertheless, the standards you reach in English and mathematics are still not high enough across the school. You told us that you felt safe in school and that behaviour is now better than it was previously.

The staff and governors care for you well and ensure that you are kept safe in school. They have devised plans to help the school to continue its improvement and to help you make better progress.

In order to make the school even better, we have asked the headteacher, staff and governors to:

- help you to reach higher standards in English and mathematics
- make sure that the work for children in Early Years Foundation Stage is more challenging
- ensure that the curriculum is improved to make your work more exciting.

You can help by attending school regularly and working your hardest in all lessons.

Yours sincerely

John Foster
Lead inspector

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