

Parklands Community Primary School

Inspection report

Unique Reference Number	125921
Local Authority	West Sussex
Inspection number	359966
Inspection dates	20–21 January 2011
Reporting inspector	Margaret Coussins

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Paul Little
Headteacher	Hilary Faulkner
Date of previous school inspection	14 May 2008
School address	Durnford Close West Sussex PO19 3AG
Telephone number	01243788630
Fax number	01243 530681
Email address	office@parklands.sch.w-sussex.sch.uk

Age group	4–11
Inspection dates	20–21 January 2011
Inspection number	359966

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and nine teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, pupils and governors. Inspectors observed the school's work and looked at a range of school documentation including the school's self-evaluation form, monitoring records, the school improvement plan, pupils' progress records and safeguarding procedures. Questionnaires from 73 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well all groups of pupils make progress at all stages. ♦
- The impact of the work of leaders and managers, including the governing body, on improving the quality of teaching and the curriculum to meet the needs of all learners. ♦
- How effectively assessment strategies, including marking, feedback and pupil tracking systems, sustain pupils' achievement.
- How effectively leaders and managers at all levels demonstrate the capacity for sustained improvement.

Information about the school

Parklands is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average but has increased considerably over the past two years. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. Their needs relate mainly to moderate learning and speech, language and communication difficulties. The proportion with a statement of special educational needs is above average because the school has a local authority designated special support centre, known as Orchard Class, with places for 10 pupils with autistic spectrum disorder. All of these pupils have a statement of special educational needs. The school makes provision for the Early Years Foundation Stage in a Reception class. The school has gained an Activemark and a Basic Skills Quality Mark. In addition it has Autism Aware, Healthy Schools, and International Schools awards. A higher-than-average proportion of pupils leave or join the school other than at the usual starting times.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils, parents and carers, staff and governors are rightly very proud of their good school. Pupils really enjoy coming to school, as reflected in their high attendance. Outstanding care, guidance and support enable pupils to develop as well-rounded individuals who are happy and confident and excited by all their experiences at school. Pupils' positive attitudes and excellent behaviour make an important contribution to their good achievement. One parent wrote, 'Of particular note is the behaviour and positive, open attitude of the children, often commented on when the children attend outside events, which is supported and nurtured by all the teaching staff.'

The school works exceptionally well with parents and carers. One parent commented, 'As well as educating our child and providing children with excellent social skills, it is supportive and inclusive, our whole family feels welcome and part of the school community.' Outstanding partnerships with local schools, organisations and the local authority are well established, enrich the curriculum and contribute significantly to pupils' well-being and learning opportunities. The parent of a pupil who was involved in a local authority enrichment programme commented, 'I feel very proud that the school has given my child the confidence to do this.' There are very close links with local special schools to enhance the provision for pupils in the Orchard class by sharing expertise and facilities.

By the time they leave the school in Year 6, pupils' attainment is average. The school has correctly identified mathematics as a focus for improvement to further raise attainment in the subject and match pupils' achievement in English. Teaching is consistently good, with outstanding features. A notable feature of those lessons where pupils make outstanding progress is effective use of assessment, including marking and feedback, that not only gives pupils useful information on how to improve but also encourages them to reflect and evaluate their own progress and learning. This is, however, inconsistent across the school. Assessment information is used consistently well by teachers to plan the next steps in learning, but this is not always shared as effectively as it might be with the pupils. Pupils know their targets, but sometimes there is not enough planned time for them to respond to teachers' comments, evaluate their own progress and understand more precisely what they need to do to improve and achieve their targets. Pupils with special educational needs and/or disabilities in all classes are given well-planned and often highly skilled support and their needs are rapidly identified whenever they start school. As a consequence they make good progress and achieve well.

Leaders and managers, including the governing body, have worked effectively and strategically to modify and adapt the school's provision to best meet the needs of its changing and mobile intake of pupils since the last inspection. Attainment is now improving as a result and demonstrates that there is a good capacity for sustained improvement. Clear and rigorous systems for monitoring and self-evaluation have enabled

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

the headteacher, senior leaders and governors to focus on the most important aspects for development and take effective action to bring about improvements. For example, the continuing focus on writing has increased the number of pupils gaining the expected and higher levels at the end of Year 6

What does the school need to do to improve further?

- Raise attainment in mathematics so that the percentage of pupils gaining the expected and higher levels at least matches that in English by:
 - ensuring consistently effective approaches to teaching and learning in mathematics are embedded across the school
 - providing a similar level of extra support for groups and individuals as seen in English.
- Ensure pupils have a clear awareness of the progress they are making, a more precise understanding of what they need to do to improve and meet their individual learning targets and time to respond to teachers' comments.

Outcomes for individuals and groups of pupils

2

Children start school with attainment below that expected for their ages. They make good and sometimes outstanding progress and achieve well. Pupils do better in English than mathematics. This is partly because there has been a wide range of effective support given to individuals and groups to help catch up with their learning in English. The needs of pupils who join the school at different times are met well, ensuring that they make similar progress to others from their often low starting points. Pupils' enjoyment, along with their positive attitudes and excellent behaviour, makes an important contribution to their good achievement. For example, in a Year 6 mathematics lesson, pupils thoroughly enjoyed learning about coordinates, happily supported each other in tackling challenging tasks and consequently made very good progress in their mathematical skills. Pupils stay very focused and they try hard even when work is challenging. This is particularly the case for pupils with special educational needs and/or disabilities, who make similar good progress to others in the school. For example, in Orchard class, pupils responded extremely well and with great enthusiasm to music as they used their bodies to make movements reflecting a volcanic eruption, and developed excellent control and sequencing as a result.

The school's programme for social and emotional aspects of learning (SEAL) makes a considerable contribution to pupils' good spiritual, moral, social and cultural development. Activities promote their awareness of rights and responsibilities and society, for example, assuming the role of 'Mayor for the Day' and visits to the local law courts. There are many opportunities that enable pupils to make a good contribution to the local community. For example, they engaged in successful local campaigns to save the post office and improve open spaces. As part of their study of the Second World War pupils organised and hosted a visit by older people to learn from their experiences. Pupils champion issues affecting society as a whole, for example, through the work of the eco warrior group. They enjoy the responsibilities they are given and take them seriously, for example as play activity leaders, who are valued by others. The awards the school has received reflect the pupils' good awareness of how to stay fit and healthy. Pupils know how to stay safe and are

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

confident to talk to adults should any problems arise. The good progress made in basic skills, reflected in the Basic Skills Award, and their good personal qualities prepare them well for the next stage of their education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Themed and creative approaches to learning, for example the VE day celebrations, are used well to stimulate pupils' interests and learning. Teaching engages pupils well and teachers' good questioning skills extend thinking and learning. There is a good pace to learning in lessons where teachers encourage pupils to be resourceful and independent learners. As a result, pupils make good and sometimes outstanding progress and learning is challenging and memorable for them. Unlike writing where attainment has risen, the mathematics curriculum does not provide consistent opportunities for pupils to use and apply mathematical skills across other subjects. The school has begun to provide additional support for mathematics, but this has not been established long enough to see the impact on attainment. The curriculum is enriched very well by a wide range of clubs, which are well attended, and by visitors and visits, all of which very effectively broaden pupils' experience, interests and self-esteem as well as promoting good personal skills. Difficulties with information and communication technology provision that reduced the impact of the curriculum have recently been addressed and improvements are in place. There is strong provision for pupils with special educational needs and/or disabilities in all

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

classes, including pupils in Orchard class, and adults' skills and expertise have been recognised in the Autism Aware award.

In addition to the work of senior leaders and managers, the work of the learning mentor makes a considerable contribution to the outstanding care, guidance and support provided by the school for pupils and their families, particularly for those whose circumstances have made them vulnerable. There are excellent links with other agencies and exceptionally well-targeted support ensures that these pupils integrate very well and make at least good progress relative to their starting points. One parent wrote, 'The special support centre at Parklands has made a huge difference to my child in his school and home life.' Transition procedures into school, through the classes and into Year 7 are very effective and ensure high levels of support for pupils and their families. One parent wrote, 'The school has prepared my children very well for the transition to secondary school.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's outstanding leadership motivates and inspires the whole school community and ensures there is a shared drive and ambition to improve and provide the best possible learning experiences for pupils. The inclusive ethos of the school and its clear, detailed policies ensure that all pupils have equal opportunities to learn and develop without fear of discrimination. The quality of teaching and learning is monitored very closely through formal observations and through regular and systematic reviews of pupils' work and the school has achieved its target of eradicating the small amount of satisfactory teaching. Systems for tracking pupils' progress are rigorous and leaders analyse data and hold regular reviews to ensure individual needs are being met. As a result of some previous staffing issues, the pace of embedding some initiatives has not been as rapid as the school had hoped for but these are now fully on track.

The governing body discharges its responsibilities well and, with staff, ensures the effectiveness of safeguarding procedures, which are well established, up to date and meet all requirements. The school benefits from the skills and expertise of governors who effectively support the school and hold it to account well for its performance. All leaders support the ethos of 'a friendly, family, supportive school'.

Communication with parents and carers is excellent, both formally and informally, through a range of channels. Initiatives such as the 'share project' engage parents and carers extremely well in supporting them to help their children's learning. Attendance at school events, such as family assemblies and curriculum information sessions, is high. One parent

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

commented, 'I value the school's ethos of bringing out the best in all pupils and of being actively inclusive.'

Leaders have developed the school as a cohesive community in which pupils show tolerance, respect and understanding for others, and there are very strong links with the local community. Pupils learn about French life and culture as they learn the French language in Key Stage 2. There are links with two schools in France and a school in China that have helped the school gain its International School award. The school has correctly identified the need for further development of pupils' understanding of the diversity of British society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and reach the goals for their learning by the end of the Early Years Foundation Stage. Children clearly enjoy learning and settle well in a happy, purposeful environment. There are very good induction procedures, enabling excellent links with parents and carers and a smooth transition into school life. Very good attention is paid to children's welfare. Excellent, trusting relationships between children and staff ensure that children feel safe and secure at all times and develop good attitudes to learning. There is a clear focus on developing children's confidence and self-esteem. Their achievements are celebrated, praised and encouraged and parents and carers are drawn into the process of assessing how well their children are doing. Children and their parents and carers are rightly proud of the learning journey books that provide an ongoing record of the milestones in their achievement at home and at school. Children chat with great pleasure and pride about the photographs and samples of work displayed in these special books.

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

There is a good balance between activities directed by adults and those where children make their own choices and they effectively develop independence as learners. They start the day by hanging their own coats up and enjoy the jobs they are given, such as taking the register to the office and being milk monitors. Leadership and management are good and there is a strong team approach, which ensures that assessments made by all staff are accurate and information is used very effectively to plan the next steps in learning. Rigorous monitoring clearly identifies strengths and areas to develop. For example, a revised approach to teaching letters and sounds (phonics), which was identified as a weaker area, is beginning to improve children's skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above-average proportion of parents and carers responded to the questionnaire. Of these, all agree that the school keeps their children safe and almost all agree that children enjoy coming to school. Questionnaire responses show a high level of satisfaction with most areas and are a reflection of the excellent links the school has with parents and carers. The main concern from a very small minority was the way in which the school deals with unacceptable behaviour. Inspectors found behaviour to be outstanding and that the school has very effective systems to manage any inconsiderate behaviour should it arise.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parklands Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	70	21	29	0	0	0	0
The school keeps my child safe	53	73	20	27	0	0	0	0
My school informs me about my child's progress	36	49	33	45	3	4	0	0
My child is making enough progress at this school	37	51	30	41	2	3	0	0
The teaching is good at this school	50	68	22	30	0	0	0	0
The school helps me to support my child's learning	39	53	28	38	4	5	0	0
The school helps my child to have a healthy lifestyle	40	55	29	40	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	49	28	38	1	1	0	0
The school meets my child's particular needs	36	49	31	42	4	5	0	0
The school deals effectively with unacceptable behaviour	41	56	20	27	6	8	1	1
The school takes account of my suggestions and concerns	38	52	29	40	3	4	0	0
The school is led and managed effectively	46	63	23	32	2	3	1	1
Overall, I am happy with my child's experience at this school	47	64	23	32	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



24 January 2011

Dear Pupils

Inspection of Parklands Community Primary School, Chichester PO19 3AG

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Parklands because it is a good school. These are some of the things that really stood out.

- You all make good progress with your learning, including those of you who find learning more difficult.
- Your attendance is high. Well done for coming to school so regularly and not missing out on important learning.
- Your behaviour is excellent in lessons and around the school and this helps you learn well.
- The school works very well with your parents and carers.
- The excellent links with other schools and organisations help to make sure you have lots of exciting activities to help you learn well.

There are two things the school could do even better.

- Help you do as well in mathematics as you do in English by giving you extra support when you need it and make sure you are able to learn well in all the classes.
- Help you have a greater awareness of the progress you are making and a clearer understanding of what you need to do to improve and meet your targets.

You can help the school even further by continuing to work hard and doing your best.

Yours sincerely

Margaret Coussins

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.