

Parkwall Primary School

Inspection report

Unique Reference Number	109020
Local Authority	South Gloucestershire
Inspection number	356463
Inspection dates	8–9 February 2011
Reporting inspector	Tony Shield

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	160
Appropriate authority	The governing body
Chair	Pam Casbon
Headteacher	Mark Dee
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons or parts of lessons, and seven teachers were observed. Inspectors held meetings with members of the governing body, members of staff and pupils, and spoke to a number of parents and carers. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 35 parents and carers, in addition to those the pupils in Years 3 to 6 and staff expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas:

- Evidence that most pupils are making good progress, particularly in writing.
- The extent to which teaching is consistently challenging for all pupils, including the most able-pupils and boys.
- The impact of action to tackle weaknesses and whether improvements are being sustained.

Information about the school

The school is smaller than most primary schools. Most pupils are from a White British background, although there is a small and increasing number of pupils from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is much higher than average, although the proportion of pupils identified with special educational needs and/or learning difficulties is broadly average. These pupils experience a range of learning difficulties; some have behavioural, emotional and social problems. The school has received the Healthy School Plus award. There has been considerable disruption to the leadership of the school since the last inspection. An executive headteacher was appointed in September 2008, and a new associate headteacher was appointed in April 2010. Plans to federate the school with a neighbouring school in September 2011 are well advanced and a new governing body is currently being established.

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

Parkwall Primary is a good school and one that has made significant strides forward in the last two years. The executive headteacher, alongside his associate headteacher, has given the school a clear direction and purpose. Their determination has given the staff confidence to raise their game and work together to drive improvements. Considerable progress has already been made, but everyone knows the drive to get the best from all pupils continues. Improvements in behaviour, the climate for learning and the quality of teaching are marked and lead to good progress for most pupils. A detailed analysis of pupils' academic performance informs the school self-evaluation and improvement planning. The school is poised to move forward confidently as the governing body prepares for federation with a neighbouring school. Given all that has already been achieved, the school's capacity to improve further is good.

There are a number of key strengths and some remaining weaker areas.

- Children get off to a good start in the Early Years Foundation Stage. The classroom is well organised and inviting. Children settle in quickly and make good progress.
- Attainment by the end of Year 6 in English and mathematics is broadly average. Girls tend to do better than boys and some more able pupils do not always fulfil their potential. Nevertheless, pupils' confidence in writing stories imaginatively has come on in leaps and bounds. Given their starting points, most pupils make good progress.
- Progress has improved because of improvements to teaching and the curriculum, both of which are good. Much teaching fires the pupils' imaginations and encourages pupils to work hard and do their best. As one parent commented, 'They encourage the children to enjoy every aspect of learning and make it fun.' However, not all teachers use questions consistently well to make pupils think for themselves, and pupils often lack confidence in working on their own without help from the teachers. The curriculum is well planned to ensure progression and that basic skills are practised and consolidated in different contexts.
- Pupils are cheerful, polite and friendly. Relationships within the school are based on mutual respect and, as a consequence, behaviour is good.
- The school's exceptional commitment to pupils' care, guidance and support is characterised by its sensitive and very well-targeted support for individuals. Excellent attention is given to supporting vulnerable pupils, ensuring they feel included. Safeguarding policies and procedure are watertight. This outstanding ethos of care encourages all pupils to feel safe.
- Pupils have a good awareness of healthy lifestyles. Most eat healthily and more and more are cycling to school. Pupils take their responsibilities as school councillors or buddies to younger pupils seriously.

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- A few pupils miss too much schooling and these pupils, in particular, do not make the progress they should. The school is tackling the issue robustly, but there has been insufficient time to fully resolve these problems. While overall the school's partnership with parents and carers is good, a small number of families do not recognise the importance of regular attendance. Almost all parents and carers are pleased with the school, and all say they are happy with their children's experience at school. There are good channels of communication through the website and regular newsletters.
- Pupils' spiritual, moral, social and cultural development is good. Pupils have a well-developed sense of right and wrong and think carefully about their place in the world.
- Leaders at all levels make a good contribution to monitoring, self-evaluation and school improvement. The school's plans offer a clear way forward, and the school is well placed to continue its improvement.

What does the school need to do to improve further?

- Raise attainment overall, particularly for boys and more-able pupils by:
 - offering opportunities for boys to participate and engage more fully with the curriculum.
 - using questions more consistently to get pupils to extend and deepen their understanding and think for themselves.
 - providing more opportunities for pupils to investigate, solve problems on their own work and develop independent learning skills. providing more opportunities for pupils to investigate, solve problems on their own work and develop independent learning skills.
- Improve attendance, particularly that of a small number of persistent absentees, by working closely with specific families to promote the importance of regular schooling.

Outcomes for individuals and groups of pupils**2**

Attainment is improving as more pupils catch up and reach expected levels in reading, writing and mathematics. The school has worked successfully to raise the aspirations of pupils and get them to believe in their capacity to achieve. This is demonstrated by the confidence and imagination with which many pupils now write at length and manipulate numbers. Pupils in the Year 6 class showed fluency in handling and working with percentages, while pupils in the Years 4/5 class wrote some story openers which demonstrated a good grasp of the key features. Work is often presented carefully and with pride. Nevertheless, there is still some ground to be made up, particularly for boys whose attainment sometimes lags behind that of the girls. While the school has worked successfully to ensure pupils reach expected levels, there is more to be done before all pupils, particularly the more able, reach the levels of which they are capable. Pupils with special educational needs and/or disabilities make good progress from their starting points.

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◆ Pupils are keen to do well and respond enthusiastically to the challenges set by their teachers. They speak warmly of their teachers and the extent to which learning is enjoyable. They know their views will be taken seriously and the school council has made a useful contribution in a number of ways, for example devising a playground rota for games. Some older pupils run lunchtime clubs for younger pupils, including dance and drama clubs. This growing sense of what they can contribute is an important aspect of pupils' good personal maturity. Pupils are involved in much charitable fundraising and have developed a sensitive awareness of pupils less fortunate than themselves. Pupils' basic skills, including their computer skills, are average and, alongside average attendance levels, mean that pupils are satisfactorily prepared for their futures.

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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
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?

Increasingly, good teaching is the norm as a result of a concerted approach to raising expectations. Strengths of the teaching include the planning of tasks which excite and motivate the pupils to do well. Good account is taken of pupils' different starting points although, on occasions, more could be done to challenge the most able pupils in the class. Nevertheless, assessment data are used with increasing sharpness to set challenging work. Marking is thorough and provides good guidance on how to improve.

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The curriculum is well planned to encourage interest and excitement in learning, alongside a strong emphasis on developing basic skills. Termly learning projects are planned across each key stage and, within these, learning is consolidated and made meaningful through practising and using skills in different contexts. Intervention programmes for pupils at risk of falling behind are well planned. The school is rightly considering how it can develop pupils' higher-order thinking skills and independence through the curriculum. A broad range of extra-curricular clubs, visits and visitors enrich pupils' experiences.

◆ At the heart of the school is its commitment to the care and welfare of every pupil.

Individual pupils are well known to adults and the particular needs of vulnerable pupils are exceptionally well met. In this respect, the family link worker provides a good range of support services and the school is always prepared to go 'the extra mile' to ensure all pupils are secure and included. There are well-planned transition arrangements and the school links well with its secondary school partners. Pupils in the popular breakfast club are well looked after. There are extensive links with external agencies to provide specialist support when needed.

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 school's ambition is clear, and good leadership and management at all levels have been the catalyst for rapid and sustained improvement. Action taken to tackle weaknesses has been singularly successful and improvements to the quality of provision and the climate for learning have been dynamic. The rate of pupils' progress has accelerated and continues to improve. Performance data are scrutinised carefully to check the progress of different groups within the school, and pupil progress meetings held regularly to hold teachers to account and plan intervention programmes when necessary. Monitoring is systematic, thorough and developmental. As a result, the school knows itself, knows where it is going, and knows how it is going to get there. The governing body is committed and hard working, and is well prepared for making the transition to federated status.

◆ The school's commitment to community cohesion is evident in the curriculum which is proactive in developing an awareness of cultural diversity. The school absorbs its few Black and minority-ethnic pupils harmoniously. Work in promoting community cohesion is less well developed at a national and international level than it is at school and local level. There is a strong commitment to equal opportunities and removing barriers to achievement, evident in the careful way in which individual pupils' needs are identified and

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met. As a result, gaps between the performance of the various groups are narrowing. All staff understand their responsibilities in relation to child protection and ensuring pupils are safe, and there are tightly monitored policies and procedures in place, including those related to staff recruitment and internet safety.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

On entry, children settle quickly into school and make swift gains across all areas from their low starting points. A high priority is given to building positive relationships and this results in happy and settled children. Children are enthusiastic learners and enjoy the well-planned and stimulating activities organised for them. Skilful questioning promotes children's learning through encouraging them to talk about their learning. Talk is encouraged through, for example, the spaceship play area, which caught the imagination of the children as they dressed up as astronauts and 'Blob' the alien. By the time children enter Year 1, attainment remains below expected levels, particularly in their language and numeracy development. A good balance of adult-led and child-initiated tasks encourages children to develop their skills across the full range of learning. Regular assessment shapes the planning but the children's 'Learning Diaries' do not provide a comprehensive record of each child's development. Children feel safe and secure and parents and carers are confident their children are happy. Leadership and management of the Early Years Foundation Stage are good. Leaders have a realistic picture of the provision and plans for further development.

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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

All parents and carers who responded to the questionnaire are happy overall with their children's experience at school. All think that their children are happy and safe and that the teaching is good. They all think the school helps their children keep healthy and that the school meets their children's particular needs. There were very few comments and no pattern to the views expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkwall 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 35 completed questionnaires by the end of the on-site inspection, a slightly lower than average response rate. ♦ In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	63	13	37	0	0	0	0
The school keeps my child safe	16	46	19	54	0	0	0	0
My school informs me about my child's progress	15	43	18	51	1	3	0	0
My child is making enough progress at this school	18	51	14	40	0	0	0	0
The teaching is good at this school	24	69	11	31	0	0	0	0
The school helps me to support my child's learning	17	49	17	49	0	0	0	0
The school helps my child to have a healthy lifestyle	11	31	24	69	0	0	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)	11	31	22	63	1	3	0	0
The school meets my child's particular needs	16	46	19	54	0	0	0	0
The school deals effectively with unacceptable behaviour	9	26	25	71	0	0	0	0
The school takes account of my suggestions and concerns	11	31	22	63	2	6	0	0
The school is led and managed effectively	17	49	16	46	2	6	0	0
Overall, I am happy with my child's experience at this school	19	54	16	46	0	0	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.



10 February 2011

Dear Pupils

Inspection of Parkwall Primary School, Cadbury Heath BS30 8AA

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed meeting you and listening to your views, which we have taken into account in writing this report. Your friendly cheerfulness impressed us all. Parkwall Primary is a good school. Here are some of the main findings from the report.

- You get a good start in the Reception class, settling in quickly, and the happy relationships you make here are carried on through the rest of the school.
- Your good attitudes and behaviour make a real difference to the good progress you make in school. Although there is still some catching up to be done, particularly among some of the boys, your teachers are working successfully to give you interesting things to do in class. We have asked the teachers to think about making sure the more able amongst you are given additional work to make you think hard!
- The school takes really good care of you and you told us that you feel safe. You have a good understanding of how to live an active and healthy life. Cycling to school is a real help! You contribute in many different ways to the running of the school, such as running clubs.
- Some of you miss too much school through absence. We have asked the school to work with those families to ensure all of you attend as often as you can and get the most out of school.
- The teachers make learning fun and interesting. We have asked them to make sure that they make you work as hard by asking questions to make you think for yourself and not always rely on the teacher for the answer. We have asked the teachers to give you more opportunities to find things out for yourselves and work on your own.
- The headteachers and all the teachers have worked really well to improve the school and they have good plans to make it even better.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield Lead inspector

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