

Park Community Primary School

Inspection report

Unique Reference Number	120501
Local Authority	Lincolnshire
Inspection number	358774
Inspection dates	10–11 February 2011
Reporting inspector	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Denzil Shepheard
Headteacher	Carol Clare
Date of previous school inspection	4 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were visited and nine teachers observed. Meetings were held with parents and carers, groups of pupils, members of the governing body, the school improvement partner and members of staff. The inspectors observed the school's work and scrutinised documentation including the school improvement plan, monitoring and evaluation reports, pupils' work, assessment records, safeguarding documentation and the school improvement partner's reports. In total, 76 parents' and carers' questionnaires were analysed. The team also analysed responses to the Key Stage 2 pupils' survey and the staff questionnaire.

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

- It checked if different groups of pupils, especially those newly arrived at school with little or no English, and those pupils with special educational needs and/or disabilities, make sufficient progress.
- It explored how well pupils are involved in improving their own learning and the effectiveness of marking and feedback in accelerating progress.
- It investigated the extent to which leaders have rectified the key issues of the previous inspection, especially raising attainment in writing.
- It checked the effectiveness of leadership and management in the Early Years Foundation Stage in improving children's personal, social and emotional development, and their communication, language and literacy skills.

Information about the school

In this average-sized primary school, a much higher proportion of pupils than is typical join and leave the school at other than the usual times. Approximately one half of pupils come from Eastern Europe or Portugal, and almost all on arrival are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the percentage of those with a statement of special educational needs. The number of pupils known to be eligible for free school meals is below average. Early Years Foundation Stage provision is provided in the recently opened Kindergarten (where Nursery age children attend on a part-time basis) and the Reception class. The school has a number of awards including Healthy Schools status, Activemark, the International Schools' Award gold, Eco-schools and Artsmark silver. The school is a part of a federation with Gosberton Primary School and the executive headteacher leads both schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory education. However, there are a number of outstanding features, including the care, guidance and support given to pupils, which is based on the strong, nurturing ethos evident. The effectiveness of the school's promotion of community cohesion and the extent to which pupils contribute to the school and wider community are also outstanding. Pupils are proud of their school and take an active part in decision-making through their many responsibilities. The school council is instrumental in bringing about change. It takes an active role in promoting the school within the local community; for example, during the Boston schools' network conference, pupils expressed their opinions on the international primary curriculum and answered questions from staff and other schools about their learning. All classes are twinned with a school in another country, which provides pupils with a first-rate understanding of the international community. They have an excellent understanding of similarities and differences between their own and other cultures, and have a strong sense of right and wrong. This is a very harmonious community where pupils' spiritual, moral, social and cultural development is outstanding.

A good start to school is made in the Early Years Foundation Stage, and in this key stage progress is good. This is because good attention is given to the differing personal and academic needs of children. Progress is not as strong in Years 1 to 6. Those who are newly arrived at school with little or no English are given outstanding personal support and good academic support when in small group sessions, learning the basics of the English language. However, when working with their peers, consideration of their needs is not as apparent. Even though teaching is satisfactory and a number of good and outstanding lessons were seen, teachers do not consistently make effective use of assessment information. Because of this, tasks are not matched precisely to individuals' learning needs, including those of the more able, and those with special educational needs and/or disabilities. Teachers do not consistently model good pieces of writing or give examples of how to approach a problem in mathematics. In good lessons, pupils' talk is given a high priority, but in others pupils are given insufficient time to verbalise their ideas before writing. All teachers mark work conscientiously, but the quality of marking varies, and some pupils are insufficiently clear where they need to focus their efforts to improve. Untidy work is too often accepted by teachers, and pupils do not have a neat legible style of handwriting. In some lessons, pupils are provided with tips for recognising success in their learning, but this is not the case in all classes.

The leadership and management team, established under the federation of schools, has a good understanding of the school's strengths and weaknesses, and self-evaluation is accurate. Through sharing expertise across schools, senior staff and subject leaders are able to support each other in their determination to raise attainment. In this there has been success, and attainment by Year 6, although broadly average in English and

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mathematics, shows improvement over time. Writing, a weakness identified in the previous inspection, remains a weakness. The increasing proportion of pupils attending the school with little or no English has made this issue difficult for the school to rectify, as the priority has been to develop basic speaking and listening skills and then the reading expertise of pupils. However, improvements to the curriculum, the increased role of subject leaders and the rising attainment by the end of Year 6 show the school has satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in Years 1 to 6 by ensuring that teachers:
 - use assessment information to plan precisely the next steps of learning for each pupil
 - regularly modelling good pieces of writing and how to solve number problems
 - give pupils structured opportunities to discuss their ideas orally
 - have higher expectations of pupils' handwriting and presentation.
- Involve pupils more in knowing how to improve their work by:
 - providing them with information about how to succeed in their learning
 - ensuring marking clearly shows them the strengths of their work and how to improve, and that teachers provide pupils with time to respond to the useful comments made.

Outcomes for individuals and groups of pupils**3**

In most lessons, pupils are interested in their activities. They say they enjoy school and 'learn lots.' However, learning and progress vary throughout the school and between subjects. In an English lesson for Years 5 and 6 pupils, learning was good, as pupils discussed what they could infer about a character from a picture. Visual literacy was used effectively to stimulate ideas and to develop pupils' language skills. In another lesson observed, progress was only satisfactory as the teacher did not use visual prompts to support learning. Consequently pupils, especially those at the early stage of learning English, had no visual model to aid their learning. Given children's generally below average attainment on entry and their broadly average skills when they leave Year 6, achievement is satisfactory. Those pupils with special educational needs and/or disabilities make progress similar to their peers, which is sometimes better when they are supported by a teaching assistant. Even so, when working alone they show good levels of independence. Those pupils at the early stage of learning English also make satisfactory progress but good progress initially when learning basic English vocabulary.

Pupils have a good understanding of the need for a healthy diet and enjoy taking part in exercise activities, such as football, netball, swimming and dance. Healthy Schools status and the achievement of Activemark show the school's commitment to encouraging this aspect of pupils' development. They say they feel safe and, although there is a little

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bullying, it is sorted quickly and fairly. Behaviour is good and pupils from all backgrounds and nationalities mix well together. They enjoy responsibilities such as school councillors, play leaders and being a part of the peer partnership system, aimed at supporting those recently arrived in school. Pupils demonstrate empathy, high levels of compassion and look after each other well. They regularly raise funds for those more disadvantaged, for example, supporting charities such as Action Aid, Jeans for Genes, Red Nose Day and Children in Need. Pupils' sound grasp of basic skills and improving attendance mean they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	1
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	1

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?

Teaching is satisfactory; however, there were examples of good and outstanding teaching observed during the inspection. In these lessons, good subject knowledge was displayed and a variety of teaching methods used to appeal to the range of pupils' learning styles. Teachers manage behaviour well and relationships are good. This contributes to pupils' working well at the tasks they are set. Good quality, daily teaching of letters and sounds is helping to improve pupils' progress in reading. Questioning is good and teachers use questions well to assess pupils' understanding. All teachers share the learning objective with pupils and, at times, tell them how they will know they have achieved the objective. However, this success information is not used consistently or referred to when marking pupils' work. Resources are generally used well and teaching assistants deployed

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appropriately to help learning, especially to support pupils with special educational needs and/or disabilities and those learning English.

The curriculum is broad and balanced, with an appropriate amount of time allocated to English and mathematics. The afternoon skills-based curriculum enables pupils to work well in teams and to be able to apply their learning from one subject to another. Provision for personal development is good and the emphasis on the learning about global communities enables pupils to develop a very secure awareness of, and respect for, different cultures. Enrichment activities are good with good partnership working, effectively enhancing the provision.

Pupils are treated with great sensitivity, respect and kindness, helping them to grow in confidence and self-esteem as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school. Pupils who join the school at times other than the normal point of entry are given excellent pastoral support to enable them quickly to feel part of the school community. All pupils are provided with a welcome pack in their first language where possible, a communication fan and details of their 'buddy' in order to ease the transition. The morning breakfast club provides a useful facility for working parents and carers and gives pupils a motivating start to the school day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Leaders at all levels work well together and there is a shared vision which leads to well-organised and coordinated action plans. The increased capacity by being part of a federation has enabled the executive headteacher to develop leadership responsibilities and to draw upon the strengths available in both schools. For example, the head of school at the federated school is also the assessment leader of both schools. There is a common sense of purpose and the executive headteacher has ensured staff morale is high. Self-evaluation is accurate although monitoring evidence, for example, book scrutinies, indicates a lack of rigour in the evaluation of presentation and quality of pupils' work. Leaders and managers, including the governing body, are determined to accelerate progress, but recognise there is still more to do to secure consistently good teaching and learning in order to accelerate pupils' progress.

The effectiveness of the governing body is good. It is supportive and knowledgeable about the school's strengths and areas for improvement. All requirements for safeguarding pupils' health and well-being are securely followed and exceed basic statutory requirements. Effective policies keep pupils safe, for example, making pupils aware of the

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dangers of using the Internet. Equal opportunities and the tackling of discrimination are satisfactory; all pupils achieve equally and have opportunities to take part in all that the school provides. The promotion of community cohesion is a real strength of the school. There are not only very effective links within the local community, including good partnership working, but also nationally and internationally. The school successfully monitors its work and is able to demonstrate the very positive impact it has on pupils' understanding and personal development.

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	3
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	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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

From generally below expected levels of development on entry, especially in personal, social and emotional development and communication, language and literacy, children make good progress. This is due to good teaching, and good leadership and management. The Early Years Foundation Stage leader responds well to children's needs. For example, there is a good emphasis on developing children's personal social and emotional skills through play and structured activities. However, at times there is too much emphasis on adult-led activities. Speech and language are given a high priority. All adults frequently assess each child's development and use this information to modify planning so that provision meets the differing needs of children well. Potentially vulnerable children are identified promptly and the school works closely with parents and carers and outside support agencies to ensure excellent care and support. Safeguarding procedures are fully effective and welfare requirements are met.

The newly-opened Kindergarten provides a good start to school life and good induction procedures, alongside a caring, friendly atmosphere, ensure children settle quickly and enjoy their learning. This was seen as the children eagerly took part in a letters and sounds game which involved them 'crossing the river' and escaping the 'crocodiles'. This

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good start continues into Reception, and parents and carers appreciate the opportunities to work with their children and talk to staff at the start of the school day. Children are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Their personal, social and emotional development and behaviour are good, and effective questioning and well-focused adult interventions in the classrooms help them progress well in speaking and listening. This means that by the end of Reception, although the levels of development of many children are still below those expected for their age, they achieve well.

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

The views of parents and carers are mostly positive. They appreciate the way their children enjoy school and feel safe. The vast majority feel that teachers do a good job and are happy with their child's experience of school. A small minority say that adults do not always manage incidences of poor behaviour well. During the inspection, no inappropriate behaviour was observed and pupils reported that teachers deal effectively with any misbehaviour if it does occur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	57	31	41	2	3	0	0
The school keeps my child safe	40	53	34	45	0	0	2	3
My school informs me about my child's progress	36	47	30	39	7	9	0	0
My child is making enough progress at this school	35	46	34	45	3	4	2	3
The teaching is good at this school	36	47	36	47	0	0	2	3
The school helps me to support my child's learning	30	39	39	51	5	7	0	0
The school helps my child to have a healthy lifestyle	29	38	39	51	3	4	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)	30	39	38	50	3	4	2	3
The school meets my child's particular needs	28	37	41	54	4	5	0	0
The school deals effectively with unacceptable behaviour	28	37	35	46	9	12	3	4
The school takes account of my suggestions and concerns	29	38	33	43	6	8	3	4
The school is led and managed effectively	34	45	35	46	3	4	3	4
Overall, I am happy with my child's experience at this school	37	49	34	45	0	0	2	3

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.



14 February 2011

Dear Pupils

Inspection of Park Community Primary School, Boston PE21 9LQ

Thank you very much for the welcome you gave us when we visited your school. We enjoyed meeting all of you and seeing you work and play. We learned a great deal about your school and this letter is to tell you what we found. We judged that your school is providing you with a satisfactory education because there are some things that are good and even outstanding, but others that could be better.

We think yours is a very inclusive school, which means you all get on very well together no matter which country you come from. We think this is a real strength and something to be proud of. We think you are very kind, behave well and are always willing to help others who are less well off than yourselves. You do lots for charity and to help people in the local community. You have an excellent understanding of different communities throughout the world. You also have a good awareness of the importance of leading a healthy lifestyle and of how to keep safe. We think the adults in your school provide you with outstanding care, guidance and support. This is why those of you who are new to the school, and those of you who are worried or upset, quickly settle and enjoy school life.

Your executive headteacher, staff and governors want your school to get better, and we have agreed with them some important things to make this happen. We agreed that those of you in the Kindergarten and Reception make good progress but this good progress does not continue throughout the school. Therefore we have asked teachers to use information about what you know already to plan very carefully your next steps of learning. Also, we have asked them to give you help in improving your handwriting and presentation skills. We think you should be more involved in knowing how to improve your work, and be given much clearer advice about how to achieve the lesson objective. When your work is marked we have asked teachers to tell you exactly why your work is good, and how to make it better.

Thank you again for your help with the inspection. You can also all help your teachers by asking them to give you time to reply to their useful marking comments.

Yours sincerely

Lois Furness

Lead inspector

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