

Parnwell Primary School

Inspection report

Unique Reference Number	110764
Local Authority	Peterborough
Inspection number	356811
Inspection dates	8–9 March 2011
Reporting inspector	Vivienne McTiffen

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	239
Appropriate authority	The governing body
Chair	Franc D'Agnano
Headteacher	Jenny Hannam
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons and one assembly were observed. All 10 teachers were seen once and most were seen twice. Inspectors spoke to parents and pupils and meetings were held with staff, a group of pupils, and school leaders, including a member of the governing body. Inspectors observed the school's work and looked at development planning, tracking data on pupils' progress, lesson planning, safeguarding documentation and samples of pupils' work. In addition, 49 parental questionnaires were analysed.

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

- What is the school doing to raise attainment, particularly in English and for specific groups of pupils, especially girls?
- Has the quality of teaching improved sufficiently to ensure pupils of all ages and abilities make enough progress?
- Is the school doing enough to promote good attendance?
- To what extent are leaders and managers at all levels involved in monitoring the work of the school and driving improvement?
- How well does the provision in the Early Years Foundation Stage meet the needs of individuals and how much progress do children make in all areas of learning?

Information about the school

This is an average-sized primary school. Most pupils are from White British backgrounds. Almost half are of other White background or Romany/Gypsy origin. The school has traditionally served the Traveller community and has recently seen increasing numbers of pupils from Eastern Europe. The proportion of pupils known to be eligible for free school meals is well above the national average as is the number of pupils with special educational needs and/or disabilities. The proportion of pupils who speak English as an additional language is above national levels. The school achieved the Inclusion Charter Mark in 2010.

There are daily breakfast and after school clubs during term time, which are managed by the governing body.

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

This is a good school which has improved since its last inspection. Pupils' progress is good and has improved because the school's leaders and managers keep a close eye on how well pupils are doing. They make very good use of rigorous tracking systems to recognise any underachievement quickly and address it with a good range of extra support and teaching groups. Attainment in English and mathematics has risen to be in line with that expected nationally, although pupils do better in mathematics than they do in English. They develop basic number concepts well and practise their skills in problem solving and practical activities which they enjoy. Attainment in English has risen due to the school's increased focus on developing reading and writing, especially with guided reading sessions and regular work on letters and sounds with younger pupils. Writing remains a weaker area. Although there are some good examples, pupils have limited opportunities to extend their writing skills in other subjects and to write extensively for a range of purposes.

The school understands and meets the needs of its diverse community very well and offers a high level of care to all its pupils. As a result, pupils feel safe and get on well together. Moral and social development is good. Pupils behave well because they have a clear understanding of right and wrong. Those who demonstrate unacceptable behaviour respond well to the school's sanctions. Pupils' spiritual and cultural understanding is not so well developed. This is due to limited opportunities to gain an insight into the beliefs and values of different faiths and backgrounds beyond the school community. The school has a strong focus on encouraging good attendance. This has resulted in improved attendance for individual pupils with a positive effect on their learning. The extended absence of a small proportion of the school's population has an adverse effect on the school's attendance figures, which are low.

The quality of teaching and learning is good. It has improved since the last inspection. Teachers know their pupils very well and are skilled at meeting their varied and, often, complex needs. In classes, small group work led by adults allows pupils to concentrate well and make good progress, especially those with special educational needs and/or disabilities who benefit from the extra support they receive in their learning. Although pupils share their ideas with each other through talking partners, often there is too much adult talk and not enough chance for pupils to express their ideas more fully and to a wider audience.

The headteacher has created a strong leadership and teaching team who share a common purpose in moving the school forward. All are involved in checking how well pupils are doing and identifying areas for further improvement. Regular monitoring of the quality of teaching means teachers know how to improve. There are not enough opportunities for phase and subject leaders to share their expertise with less experienced teachers and develop links between classes and across key stages. The governing body is supportive of

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the school's work and understands its strengths and weaknesses. Governors are directly involved in identifying areas for improvement but their role in systematically evaluating the school is underdeveloped. Links with the local community and church are well established but the school is at a developmental stage in forging links with communities further afield and evaluating the impact of its work. Self-evaluation is realistic and plans for the future are well formulated, with a clear focus on continued improvement especially raising attainment and accelerating progress. In the light of this and improvements made in key areas since the last inspection, the school is in a good position to continue to improve.

What does the school need to do to improve further?

- Raise attainment, especially in English, by:
 - extending opportunities for pupils to write for a range of purposes and in a variety of subjects
 - encouraging the development of speaking and listening skills so pupils can express their ideas more fully.
- Strengthen leadership and management by:
 - using the expertise of managers to develop teaching skills and links between classes and key stages
 - developing the monitoring role of the governing body to evaluate the work of the school more effectively
 - creating links beyond the immediate locality to develop pupils' understanding of belonging to a wider world and multicultural society.
- Raise attendance levels by building upon existing strategies to help parents and carers see the value of regular attendance and its effect on pupils' learning.

Outcomes for individuals and groups of pupils

2

When children start in the Reception classes, their abilities are lower than those expected for their age especially in reading, writing and aspects of personal development. Pupils achieve well and make good progress to reach average attainment by the end of Year 6. Because the school carefully monitors the progress of individuals and specific groups of pupils, including those eligible for free school meals and from the Traveller community, those who fall behind benefit from extra support. As a result, girls not doing so well in reading receive extra help and Years 4, 5 and 6 pupils have support with English and mathematics. This has led to increased progress for these pupils. Those who speak English as an additional language are fully integrated into classes and settle quickly. They build their language skills well because teachers plan effectively to meet their needs.

Pupils make good gains in their personal development. They enjoy school and like applying their skills. This was seen during the inspection when pupils worked together to solve problems. They shared their ideas and helped each other out. They enjoyed the challenge of the task and some used technology well to record their findings. Response to adults was good and stimulated pupils to work hard. Those working independently concentrated well and were pleased with their results. Pupils value the care offered to them by the school and know who to speak to if they have a problem. They show good

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awareness of the need for a healthy lifestyle and take-up of sporting activities is high. Pupils accept roles of responsibility within the school; older pupils help younger ones and many are involved in the School and Eco-Councils. They develop the basic skills needed to suitably prepare them for future economic well-being.

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	3
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	4
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teachers use resources well to make lessons interesting. For example, on more than one occasion during the inspection, film clips used in literacy lessons captured pupils' imaginations and helped them think about characters, plots and settings in stories, as an aid to their own writing. Teaching assistants play a valuable role in extending pupils' thinking and understanding. Teachers make good use of information about different abilities and needs to give pupils the right level of challenge in their work. They correct misunderstanding and end lessons well with a review of what has been learned. Marking is positive and helpful, indicating how pupils can improve. Pupils evaluate how well they have done and set their own targets for improvement.

The curriculum effectively meets the needs of groups and individuals, especially those who find learning difficult. Good use is made of partnerships to access facilities which the school alone could not provide, particularly for those with special educational needs and/or disabilities or particular gifts and talents. Creative planning links subjects together in topics to help pupils make sense of their learning. Information and communication technology is

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used well to support learning especially in mathematics and for research. There is a good variety of clubs which are popular.

There are very well established arrangements for the care of all pupils and effective links with outside agencies, especially for those whose circumstances make them vulnerable. There is a strong focus on personal and social development to raise self-esteem and confidence. The breakfast and after-school clubs are well run and offer valuable provision for pupils at the beginning and end of the school day. Good arrangements exist for pupils moving to the next stage of education and for those starting school, which are greatly valued by parents and carers.

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	2

How effective are leadership and management?

Leaders and managers recognise the need for continued improvement. Their vision is effectively transmitted to staff who work together well, leading to good outcomes for pupils. Development planning focuses very strongly on raising attainment through a range of carefully implemented strategies. The collection of good quality data leads to the setting of achievable, yet challenging, targets. The school has positive relationships with parents and carers and promotes an 'open-door' policy. Recent changes in the way pupils do homework has enabled parents and carers to be involved in children's learning. The school promotes equality of opportunity and tackles discrimination well, reflected in its highly inclusive ethos and confirmed by its Inclusion Charter Mark. It is keen to close any gaps in the performance of different groups of pupils and recognises where improvements can be made to overcome any further variations. There are well-developed systems to ensure the safeguarding and welfare of pupils. Safety issues, for example when using technology, are addressed in the curriculum, resulting in pupils' well-defined understanding of how to stay safe. Community cohesion is promoted satisfactorily. The school is at an early stage of devising ways to reach out to communities beyond the immediate locality. The governing body understands the challenges facing the school. Governors are keen to hone their skills and develop their monitoring role more fully.

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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

Children get off to a good start in the Reception classes and make good progress towards the expected goals by the time they are five. Some make exceptional progress, especially in communication and language and creative development. This is because good teaching encourages children to build early literacy skills and develop imagination, especially through play. For example, during the inspection a group in the 'pirate ship' developed their own story line and imagined crocodiles in the imaginary water around them. Children are happy and behave well. They settle quickly and respond very positively, especially when staff have high expectations of what they can achieve. Planning, based upon information gathered from observations, leads to activities which motivate and meet the needs of individuals well. As a result, those with special educational needs and/or disabilities or at an early stage of learning English make good progress. There is a good balance between adult-led and child-initiated tasks although activities in the outdoor area are sometimes too adult-directed. Welfare requirements have a high priority. Those in charge have been instrumental in raising achievement and improving provision although there is room for further strengthening of links between the two Reception classes and with Year 1.

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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

The very large majority of questionnaires returned from parents and carers are positive. All agree that their children enjoy school and they are kept safe. A very small minority disagree that the school deals effectively with unacceptable behaviour. Discussion with pupils and observations of lessons and playtimes revealed that the school has a range of effective strategies in place for dealing with unacceptable behaviour which are understood by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parnwell 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	67	16	33	0	0	0	0
The school keeps my child safe	30	61	19	39	0	0	0	0
My school informs me about my child's progress	31	63	15	31	3	6	0	0
My child is making enough progress at this school	29	59	19	39	1	2	0	0
The teaching is good at this school	27	55	21	43	1	2	0	0
The school helps me to support my child's learning	29	59	18	37	1	2	0	0
The school helps my child to have a healthy lifestyle	23	47	25	25	1	2	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)	26	53	16	33	4	8	0	0
The school meets my child's particular needs	30	61	18	37	0	0	0	0
The school deals effectively with unacceptable behaviour	21	43	21	43	6	12	0	0
The school takes account of my suggestions and concerns	25	51	19	39	4	8	0	0
The school is led and managed effectively	26	53	22	45	1	2	0	0
Overall, I am happy with my child's experience at this school	30	61	18	37	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 March 2011

Dear Pupils

Inspection of Parnwell Primary School, Peterborough, PE1 4YH

Thank you for the welcome you gave us when we visited your school recently. We enjoyed seeing the work you do and talking to you about your school.

You attend a good school and this is what we found out about it. By the time you leave, you reach levels expected for your age in English and mathematics. You do well in both subjects but you do better in mathematics because your teachers make sure you practise your skills in problem solving and practical tasks. Your reading and writing have improved but we think you can do even better, especially in writing. The school looks after you all very well and encourages good behaviour; because of this, you feel well cared for and safe in school.

We have asked your school to make the following improvements:

- help you do better in English by giving you more chances to write and improve your speaking and listening so you can express your ideas more fully
- make sure the governing body monitors how well the school is doing
- use the skills of adults in the school to develop teaching and links between classes and key stages
- establish more links beyond the local community, to help you gain a greater understanding of people from different faiths and backgrounds, and of belonging to a wider world
- help your parents and carers to understand the importance of good attendance for your learning.

All of you can help the school to achieve these things by always trying your best and coming to school as often as you can.

Yours sincerely

Vivienne McTiffen

Lead inspector

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