

# Green Park Community Primary School

## Inspection report

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<b>Unique reference number</b>	135197
<b>Local authority</b>	Kent
<b>Inspection number</b>	381832
<b>Inspection dates</b>	21–22 June 2012
<b>Lead inspector</b>	Sheila Browning

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Collins
<b>Headteacher</b>	Richard Hawkins
<b>Date of previous school inspection</b>	27–28 November 2008
<b>School address</b>	The Linces Buckland Dover CT16 2BN
<b>Telephone number</b>	01304 822663
<b>Fax number</b>	01304 824091
<b>Email address</b>	office@greenpark.kent.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	21–22 June 2012
<b>Inspection number</b>	381832



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## Introduction

Inspection team

Sheila Browning

Additional inspector

Mina Drever

Additional inspector

Robert Miller

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 20 lessons or part lessons and observed all 12 teachers who were teaching during the inspection. They met with parents and carers, staff, groups of pupils and the Chair of the Governing Body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at school development plans, the school's website, records of pupils' progress, policies, minutes of meetings and the school's self-evaluation documents. They received and analysed questionnaires from 60 parents and carers, as well as surveys from pupils and staff.

## Information about the school

This school is larger than the average-sized primary. Pupils in Years 1 to 6 are taught in mixed-age classes. Children in the Early Years Foundation Stage are taught in two Reception classes. The proportion of pupils known to be eligible for free school meals is above the national average. The percentage of disabled pupils and pupils who have special educational needs, including those who are supported by school action plus or have a statement of special educational needs, is above average. The local authority has commissioned four designated places for pupils with physical disabilities. The proportion of pupils from minority ethnic heritages is below average, and very few speak English as an additional language. The school meets the government floor standards which set the minimum expectations for attainment and progress. The school provides a breakfast club and after-school club each day.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because pupils' writing skills are not developed enough and the school has not yet forged strong enough working partnerships with some parents and carers to enhance their children's learning still further. The school has come a long way in the past three years and most aspects of its work are now good and rapidly improving.
- Pupils' achievement is good. Pupils' progress accelerates well from their starting points so that by the time they leave Year 6, their attainment is securely average overall in English and mathematics and above average in reading. Pupils' achievement in writing, and understanding of the sounds that letters make (phonics) remain weaker, especially in Years 3 to 6.
- Typically good teaching ensures pupils are interested and actively engaged in their learning. Staff training, good assessment practices and an extensive review of the teaching of literacy and mathematics mean teaching usually matches pupils' individual needs and has significantly improved the way pupils learn. However, the teaching of some aspects of writing is not as strong as it could be.
- Typically good behaviour over time ensures pupils have positive attitudes to learning. They say 'teachers make learning fun'. Those parents and carers who responded to the Ofsted questionnaire agreed with the pupils' view that they feel safe.
- Leaders, including the governing body, are determined in their drive to provide the best for their pupils. They have secured good provision since the last inspection and are taking effective actions to improve it further. Professional development, performance management, leadership of teaching and effective self-evaluation are well focused on improving pupils' achievement. Leaders work hard to involve parents and carers in their children's learning and have met with some success. However, there are still occasions where the school needs to do more to more actively encourage parents and carers as partners in their children's learning.

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## What does the school need to do to improve further?

- Develop better practices in teaching across the school to improve the achievement and learning of pupils in writing by:
  - improving pupils' knowledge and understanding of grammar, punctuation and spelling in their writing
  - developing the teaching of phonics, particularly in Years 3 to 6
  - ensuring there are more opportunities to encourage pupils to write imaginatively through creative planning and innovative teaching.
  
- Develop stronger partnerships with some parents and carers so that even more of them become actively involved with their children's learning by:
  - further encouraging parents and carers to share their children's learning, with support from the school.

## Main report

### Achievement of pupils

Children's attainment on entry to the Early Years Foundation Stage is lower than that expected for their age, especially in communication, language and literacy. Carefully planned opportunities to develop their speaking, listening and language skills are having a positive impact. For example, by using imaginative play as pirates, children developed their spoken vocabulary and ideas, made maps and hunted for treasure, while others practised their mathematical skills counting coins and pricing ice cream scoops in the class ice cream parlour. Children progress well so that by the time they enter Year 1, a large proportion are working in line with age-related expectations. Pupils make good progress in Years 1 and 2, and as a result, their attainment has risen so that it is now in line with national averages, including for reading, at the end of Year 2. The teaching of phonics is having a greater impact on younger pupils than for older ones. By the end of Key Stage 2, attainment in English and mathematics overall is securely average, although in reading, pupils reach above average levels.

The school adds value in terms of pupils' progress which is significantly above that expected and has been over the last three years. Pupils make particularly good progress in reading and mathematics. Their good reading skills are aiding the improvements to their writing skills but these are not yet fully secure. Currently, pupils' writing shows weaknesses in their knowledge and understanding of grammar, use of punctuation and spelling. Their experiences and imagination are often limited which mean they need much stimulus before they write creatively.

Pupils who are disabled or who have special educational needs make good progress because of good support and tailored learning programmes. Skilful teaching assistants play a key role in helping pupils to improve their learning. Pupils known to be eligible for free school meals make better progress than those nationally because of good teaching. This is also ensuring that gaps between boys and girls are closing

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against those nationally, as they are for more-able pupils. Different groups of pupils, including those from different minority ethnic heritages and those learning English as an additional language, make the same good progress. Almost all parents and carers who responded to the inspection questionnaire indicated that their children made good progress, which inspection findings confirm.

### Quality of teaching

A strength in teaching is the good relationships fostered between teachers and their pupils and this underpins the positive attitudes to learning. The teaching of phonics is improving, but this is not as thoroughly taught in Years 3 to 6 and as a result achievement is less rapid than for younger pupils. The school has also identified the need to ensure teaching consistently focuses on improving pupils' grammar, punctuation and spelling while still promoting creativity so that standards in writing improve at an accelerated rate. Guided reading sessions, booster groups and teaching of key vocabulary alongside smaller teaching groups all contribute positively to pupils' basic skills and learning outcomes. Teachers work hard to widen pupils' limited vocabulary. For example, in a Years 5/6 English lesson, pupils discussed and watched a video extract, used drama and were encouraged to use a thesaurus and word banks before writing their own extract from *Oliver Twist*. Improvements made in other subjects and in science are also well focused on practical learning tasks. In a Years 3/4 science lesson on photosynthesis, pupils used hoola hoops to categorise different plants. Pupil progress data show that achievement has improved significantly in mathematics as the recently reviewed curriculum in this subject promotes good knowledge and understanding. Pupils solve problems in practical ways and acquire a good range of mathematical skills. Years 3/4 pupils enjoyed marking plastic bottles and containers with millimetres, filling them with red coloured liquid and comparing how much each held. While Years 1/2 used a bingo game to help reinforce learning of multiplication tables. Teachers share with pupils what they are to learn, and checks through questioning, use of talk partners, and self- and peer-assessments all help consolidate learning. Marking, particularly in English, gives pupils good detailed feedback as to how to improve work. Learning activities are usually well matched to pupils' needs in the mixed-age classes. Effective use of assessment for learning strategies ensures any underperformance and/or misconceptions are picked up.

Teaching and the curriculum effectively promote pupils' personal development including their spiritual, moral, social and cultural awareness. More-able pupils work with a local grammar school to extend their learning and confidence. Disabled pupils and those with special educational needs receive good specialist care and are fully included in all activities so that they make similarly good progress as classmates. Visitors share their experiences of work and life. Pupils have learning links with other schools in Dover and a European exchange project through the British Council as part of the Comenius project. Almost all parents and carers responding to the questionnaire said teaching was good. Inspection evidence endorses their views while noting variation in the teaching of phonics across the school and in pupils' writing skills.

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## **Behaviour and safety of pupils**

Pupils show pride in their school, positive attitudes and a mature understanding of the importance of learning. They enjoy responsibilities as school councillors and their views are listened to. Almost all say they feel safe and well cared for. The large majority reported that behaviour was good over time and said bullying was rare. Through teaching, and focused personal development programmes, including philosophy, and displays on 'making the right choices', pupils are supported in understanding the impact of their actions. They understand the different forms of bullying such as cyber-bullying. Some say that some name-calling happens, but that it is dealt with effectively. Attendance has improved significantly and is above average. The school is reducing the number of pupils who are persistently absent by working closely with those involved, the attendance officer and family liaison officer. The school goes the extra mile to support pupils, parents, carers and their families. It is not unknown to collect children from the home, assist families with routines for reducing lateness and provide breakfast. Almost all parents and carers who returned the questionnaire agreed that their children felt safe in school, that behaviour was good and that any bullying was dealt with well. Inspection evidence confirms their views. Disabled pupils and those with special educational needs receive particularly effective care and support from well-qualified and skilled staff and as a result they are very well integrated in all activities. Close pastoral links with parents, carers and agencies ensure pupils' diverse needs are well met.

## **Leadership and management**

The headteacher demonstrates an ambitious vision for the school which is shared among senior and middle leaders, governors and staff. The Ofsted staff questionnaire returned 100% positive responses to each question. Leaders of learning are focused on improving teaching and learning activities. They manage teams for areas of the school from innovations-cultural-pastoral to sports and health effectively. This has freed up senior leaders to focus on key priorities. All have input into school development and all are accountable. The governing body too plays its part to the full in the strategic development of the school and is supportive and challenging in equal measure. Capacity and leadership have grown from a previous satisfactory judgement. As the headteacher commented, 'I drive it, they deliver it.' Leaders have driven some significant improvements since the last inspection. Pupils' progress has accelerated year on year. Gaps between different groups of pupils compared to those nationally are narrowing. This, and the impressive use of pupil progress tracking data, reflects the school's commitment to reducing inequality and tackling any discrimination and to the capacity for further improvement. Monitoring of teaching and learning quality is regular and robust and has resulted in some significant staff training and professional development. Nonetheless, this is ongoing in terms of the teaching of phonics, especially in Years 3 to 6, and building on pupils' writing skills.

The curriculum is imaginative. A popular breakfast club, and lunchtime and after-school clubs, visits to Dover Castle, to an Expo exhibition and The Royal Shakespeare

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Company alongside residential visits and visitors enrich pupils' learning experiences really well as well as adding to their spiritual, moral, social and cultural development. Links with local schools as well as in Europe broaden pupils' understanding of cultural differences. School leaders ensure safeguarding arrangements meet requirements. Tailored support for specific pupils and strong links with relevant agencies ensure their well-being. Developing partnerships with parents and carers mean more are supporting their children's learning. Leaders recognise that the school has more to do to fully engage and involve more parents and carers as partners in their children's learning. Almost all of the parents and carers who made their views known to the inspection team were very positive about the school.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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

## Common terminology used by inspectors

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

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



23 June 2012

Dear Pupils

### **Inspection of Green Park Community Primary School, Dover CT16 2BN**

Thank you for making us so welcome when we inspected your school. We enjoyed talking with you and hearing your views. Your school provides you with a good education. You told us that you enjoyed school, felt safe and well cared for and that you all get on well together. We agree. You also work hard and behave well.

- You are well taught and achieve well especially in your reading. You told us how much you enjoyed reading.
- The youngest children get off to a good start in their learning.
- You told us that teachers make learning interesting and exciting and that you especially enjoy 'doing'. You told us that you loved 'just everything' about school.
- You know your targets and what to do to improve your work.

Your headteacher, staff and governors are working hard to improve your school and we have asked them to make things even better by doing two things.

- Raise your achievement in writing by helping you to improve your knowledge and use of grammar, punctuation and spelling, and to write imaginatively, and by helping you more with your phonics, especially the older ones.
- Work with your parents and carers even more closely so that they can help you even more with your learning.

You can all help too by listening and trying really hard to write carefully and imaginatively and asking your parents and carers to help you learn at home. We hope that the children in Reception enjoyed their picnic at the beach. Good luck Years 5/6 with your production of Oliver!

Yours sincerely

Sheila Browning  
Lead inspector

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