

Parkland Junior School

Brassey Avenue, Eastbourne, East Sussex, BN22 9QJ

Inspection dates 27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well. They make good progress from their starting points to reach levels that are broadly in line with the national average.
- The trend of improvement identified in the previous inspection has continued apace.
- Teaching is good with examples of outstanding practice across the school. This is because leaders and managers are committed to staff development and teachers are responsive to new ideas.
- Marking is a strength. Pupils and teachers contribute to astute comments which have the desired effect of moving pupils to the next step in their learning.
- Behaviour in and around the school is good and pupils feel safe.
- Pupils take a great deal of responsibility for their own learning. They are encouraged to think deeply about what helps them to learn and are therefore able to talk articulately about, for example, the strategies they use when reading.
- Leaders and managers at all levels, including the governing body, work very effectively to continue to improve pupil outcomes.
- Leaders manage the performance of teachers in such a way that there is a constant drive for excellence and teachers invite constructive feedback to help improve their practice.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils make rapid and sustained progress.
- Data, while managed well at individual pupil level, are not used as effectively in terms of analysing group and whole-class performance.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, including a joint observation with a senior leader. These included visits to intervention sessions. The teaching of a wide range of subjects was observed, including phonics (letter patterns and the sounds they represent) and guided reading. In addition, the inspection team listened to pupils read and attended assemblies.
- Meetings were held with pupils, parents and carers, staff and representatives from the governing body and the local authority.
- Inspectors took account of the 34 responses to the on-line questionnaire (Parent View) and to the questionnaires returned by staff.
- They observed the school's work and looked at a range of documents including those relating to safeguarding and child protection, the school's self-evaluation, the school improvement plan, the governing body minutes, data on pupils' performance, notes of visits by external consultants, logs relating to behaviour and absence figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Andrew Lyons

Additional inspector

Full report

Information about this school

- This is an average-sized junior school. Most pupils are of White British heritage. A range of minority ethnic groups are represented in smaller numbers.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils known to be eligible for the pupil premium is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make consistently rapid and sustained progress by:
 - embedding the coaching programme to ensure outstanding practice is shared more effectively
 - providing more guidance on the best use of language so that pupils develop a secure and accurate understanding of vocabulary.
- Ensure data are used effectively by staff at all levels to monitor the achievement of larger groups such as bands streamed by ability, classes or year groups in order to spot trends and patterns, and address them.

Inspection judgements

The achievement of pupils

is good

- Pupils enter the school with attainment levels that are below those expected for their age. They are introduced to the school's philosophy of self-assessment, which they readily adopt, and begin to make gains in their learning very quickly.
- Pupils make good progress year on year to reach standards that are broadly average by the end of Year 6. Evidence from pupils' books, lesson observations and the school's own assessment data indicate that this pattern of good achievement is embedded and set to continue.
- Disabled pupils and those with special educational needs supported at school action make good progress because interventions are carefully targeted to meet their needs and are monitored for maximum impact.
- Pupils supported at school action plus or with a statement of special educational needs have their often complex needs met extremely well. The parent of a child with a statement of special educational needs could not praise the school highly enough when speaking to inspectors.
- Pupils who are known to be eligible for the pupil premium also make good progress because funding is used to specifically target the individual needs of pupils and to put in place support strategies to effectively meet their needs.
- Pupils from different minority ethnic groups make good progress because of teaching that is carefully tailored to pupils' needs and because the school is an inclusive community which promotes equality of opportunity well.
- The school promotes a love of reading. The library is accessible and inviting, and all classes have a reading area with comfortable seating and eye-catching displays. The thematic approach to the curriculum sparks pupils' interest in reading across a wide range of topics and pupils speak knowledgeably about strategies that help them approach unknown words. Equally good attention is paid to the development of pupils' writing and numeracy skills and their use in different subjects.

The quality of teaching

is good

- Teaching has improved considerably since the previous inspection. It is now good overall with an increasing proportion that is outstanding.
- Additional adults are used well to support the learning of individual pupils and selected groups. They work seamlessly as a team both with each other and with teachers and ensure maximum impact of this valuable resource.
- Marking is an exemplary feature of the school's work. Systems introduced since the previous inspection have resulted in work in all subjects being marked regularly and in depth. Useful, accessible next steps in learning are indicated and time is given for pupils to reflect and respond at the beginning of subsequent lessons. This creates a meaningful dialogue which really develops pupils' understanding of how they learn and also motivates pupils to move forward.
- Pupils also have opportunities to mark their own work and that of their classmates. They do this with tact and a high level of understanding of what success in the task looks like, because teachers make it abundantly clear and often stop to reshape understanding or challenge pupils further as lessons progress.
- Another strong feature is the way pupils are involved during lessons. For example, in a guided reading session with the youngest pupils, the teacher invited top tips for reading well from the pupils themselves.
- Homework enhances the cross-curricular approach and gives pupils further ownership of their learning as they get to choose from a selection of tasks. These are designed to meet a range

of needs and interests, from the musical to the manually dextrous and the logical to the articulate.

- Pupils have opportunities to decide how to approach their learning for maximum effect. In a mathematics lesson where some pupils were choosing to work alone, and others worked in groups, there was a strong emphasis on pupils finding the method that worked best for them and moving on when they felt ready. This was underpinned by the expectation that they justified their methods. As a result, pupils could speak eloquently about division and associated number facts.
- There is a great deal of focus on sentence structure and the use of standard English. Pupils use reference information well and there is an expectation, which pupils meet, that written and oral work will contain adventurous vocabulary.
- However, on occasion, teachers do not provide enough guidance on the best use of language and, as a result, pupils can become confused about the meanings of certain words. For example, a pupil described a character as 'mumbling' but, when questioned, felt this was similar to 'whispering'.

The behaviour and safety of pupils are good

- Pupils move around the building with care. Careful provision, including the use of playleaders, ensures there are plenty of purposeful activities on offer at breaktimes. Lunchtime is calm and orderly.
- There is a deep and abiding sense of respect between all members of the school community. This is reflected in the exemplary behaviour in assemblies and the enthusiasm for raising funds and helping around the local community.
- Pupils who have particular behavioural needs are involved in the management of their own behaviour. They respond well to strategies put in place by the school and appreciate that behaviour, including their own, is dealt with consistently and fairly.
- Pupils can talk well about what helps them to learn; for example, showing a clear understanding of which books to pick to ensure the right level of challenge in order to extend and develop reading skills.
- Most pupils show positive attitudes to learning along with a high level of engagement. Where teaching is less than outstanding, there are occasional moments where attention wanders for some and, although this does not result in disruption, levels of engagement are not as high.
- Pupils attend regularly and are punctual. Leaders monitor this carefully, rewarding those who make a real effort and also working to ensure that any issues are resolved positively.
- Pupils can talk lucidly about how to keep themselves safe. They understand how bullying might present itself. They accept that bullying happens on occasion in their school, usually name calling, but say it is extremely well dealt with because staff really care about pupils' welfare and teach pupils to respond in a mature and sensible way.
- The number of fixed-term exclusions is lower than in most primary schools. There have been no permanent exclusions in recent years.
- Parents and carers are positive about behaviour and safety, and those who contributed their views during the inspection indicated that they would unanimously recommend this school to others.

The leadership and management are good

- Leaders and managers have worked very effectively to improve the quality of teaching since the previous inspection. The recently introduced programme of coaching, which entails colleagues observing each other teach and then acting on feedback, has enabled the school to begin to share outstanding practice. Leaders acknowledge that there is scope to increase the proportion of outstanding practice by embedding this programme across the school.
- Staff performance is managed astutely. Targets are closely linked to ensuring as many pupils as possible make more progress than typically expected and teachers have opportunities to meet with leaders during the year to discuss how best to effect this.

- Data relating to the progress of individual pupils are used well at these meetings. Data are also analysed for specific groups, for example disabled pupils or those with special educational needs. However, there is less emphasis on analysing data for other groups, such as classes or year groups, and this limits the extent to which leaders can compare their achievement with national indicators in order to ensure optimum performance.
- Leaders at all levels are committed to improving pupils' achievement in the areas they manage. Those responsible for the humanities exemplify this by the way they strive for excellence in marking, and identify opportunities for the development of communication and mathematical skills in their subjects.
- Pupils' spiritual, moral, social and cultural development is promoted in many ways. For example, pupils are made aware that the school community is not as diverse as many across Britain. There are firm links with other primary schools in more urban, multicultural settings, allowing pupils to visit different communities and experience what life is like for children elsewhere. Assemblies are also a strong feature, giving time for deep reflection and communal celebration.
- The curriculum is broad and rich and opens up avenues of investigation that ensure pupils take ownership of their own learning and develop interests across a wide range of subjects. There is an emphasis on meaningful links that enrich learning and provide opportunities for further enhancement of key skills in reading, writing and mathematics.
- The local authority regularly evaluates the school's capacity to improve and offers support accordingly. It currently provides light touch support to the school.
- **The governance of the school:**
 - is clear in its role and holds the school to account both for the outcomes of pupils and for the performance of teachers
 - monitors the performance of different groups of pupils diligently and questions how efficiently resources are used. For example, the governing body has evaluated how pupil premium funding is impacting on achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114464
Local authority	East Sussex
Inspection number	405514

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Samara Hume
Headteacher	Steve Gough
Date of previous school inspection	18–19 January 2011
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