

Park View Junior School

Pinkerton Road, Basingstoke, Hampshire, RG22 6RT

Inspection dates 5–6 February 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching has not enabled all pupils to make good progress. Although attainment has risen in the last year, and is now broadly average, achievement over time is not yet good.
- In some lessons teachers do not use feedback effectively to help pupils improve their work. Pupils' targets are not always written in a way that makes them easy to understand.
- The progress of pupils who have special educational needs is inconsistent. Although they achieve well in some year groups due to good quality support, their progress slows at times.
- Pupils who are more able do not achieve the higher levels in reading.
- When checking on the quality of teaching and learning, leaders are not rigorous enough in focusing on the progress made by pupils in the lesson.
- Governors' ability to hold the school to account is limited as they do not yet have a detailed enough understanding of school achievement data.

The school has the following strengths:

- This is a very inclusive and caring school where each child is valued.
- There are good relationships between staff and pupils and this creates a harmonious learning environment. The school works well with other schools.
- Pupils who attend the hearing impaired unit are very well integrated into the school.
- Pupils' spiritual, moral, social and cultural development is well promoted through interesting whole-school events.
- Pupils behave well and feel safe.

Information about this inspection

- Inspectors observed 16 lessons, five of which were joint observations with senior leaders.
- Inspectors listened to pupils reading and made a number of short visits to guided reading sessions and sessions on phonics (letters and the sounds they make).
- Meetings were held with staff and pupils. The Chair of the Governing Body was interviewed together with two other governors. A representative from the local authority was also interviewed.
- There were 17 responses to the online Parent View survey.
- Inspectors looked at a range of documentation, including improvement planning and records of pupils' progress and attainment.
- The views of 15 staff who had completed the staff questionnaire were also taken into account.

Inspection team

Liz Bowes, Lead inspector

Additional inspector

Christopher Christofides

Additional inspector

Full report

Information about this school

- This is a smaller than average-sized school.
- The proportion of pupils who are known to be eligible for support through the pupil premium funding is well above the national average.
- There are no pupils at present who attend off-site provision.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is well above the national average.
- There is a special resourced provision for up to six pupils with hearing impairment. Five pupils are currently on roll.
- There is a before-school club run by the governing body.
- 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?

- Improve the consistency and quality of teaching, so that it is at least good, by;
 - ensuring that targets are written so that pupils fully understand them
 - improving teachers' use of feedback during lessons to pupils so that they are clear about how to improve their work.
 - providing more opportunities for pupils to assess their own learning.
- Raise pupils' achievement in reading, particularly the most able, by ensuring that these pupils are given work at the right level of difficulty so that they can achieve at the higher levels.
- Ensure that disabled pupils and those with special educational needs make consistently good progress across the school by eliminating variability in the quality of teaching and support for these pupils.
- Strengthen leadership, management and governance by:
 - ensuring that leaders focus on pupils' progress when checking the quality of teaching and learning in lessons
 - ensuring that governors have a full understanding of data on pupils' achievement in order to hold the school to account.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress across the school is inconsistent. This is because the quality of teaching is too variable.
- Progress is also variable for the large numbers of disabled pupils and those who have special educational needs. Progress in mathematics, for this group of pupils, is below typical expectations in Years 3 and 5. In Year 6, progress in writing, for this group of pupils, is below expectations.
- In 2012, attainment in English and mathematics by the end of Year 6 rose and was broadly average. Improvements in pupils' achievement are relatively recent and the school has not yet established a pattern of sustained achievement across all year groups. However, the school has eliminated underachievement.
- The achievement of pupils in the hearing impaired unit is in line with that of their peers. Although there is no underachievement, these pupils do not make consistently good progress.
- The school works well with the local authority to improve aspects of achievement. For example, in the past, boys achieved less well than girls; however, the introduction of specialist resources and a new reading scheme aimed at stimulating their interest is helping to raise boys' attainment.
- Pupils say they like the 'reading raffle', which is another new initiative aimed at promoting reading. A pupil can win a book if they can prove they have read regularly at home. Nevertheless, these initiatives have not yet had enough impact. Too few pupils achieve the higher levels, particularly in reading.
- The majority of pupils who are in receipt of additional support through the pupil premium funding make expected progress from their starting points. Any gaps between their achievement and that of other pupils are closing as a result of the effective use of the funding for an additional teacher and targeted booster groups. The funding has also had a positive impact on attendance. The average point scores for pupils eligible for free school meals are similar to those of other groups in the school.

The quality of teaching

requires improvement

- Over time teaching has been inconsistent and as a result has not been good enough to promote good achievement. In some lessons teachers do not use feedback effectively to enable pupils to make good progress. In reading, the most able pupils are often not sufficiently challenged as the work they are given is sometimes too easy for them.
- Since the previous inspection the school has ensured that pupils are aware of their National Curriculum levels and pupils appreciate this information. However, for some, the wording of the targets set for them is confusing and as a result not all benefit from this guidance.
- Teachers' marking of pupils' work is clear and shows pupils how to improve their work and move forward. However, in some lessons pupils have few opportunities to assess each piece of work and show teachers whether they thought the work was easy or hard. As a result, some pupils do not progress as fast as they could.
- In many lessons, additional adults are deployed appropriately to support less able pupils, disabled pupils and those who have special educational needs. Teaching assistants also provide caring help to pupils who are from the hearing impaired unit. However, because the quality of provision varies across the school, these pupils do not yet make good progress.
- The school is cohesive and teachers' promotion of spiritual, moral, social and cultural development is strong.
- Where teaching is best, work is carefully planned to meet all learning needs. Teachers address any misunderstanding carefully so that pupils have a good grasp of key concepts. This was

evident in a Year 6 mathematics lesson where the teacher ensured that all pupils fully understood the concept of calculating the angles in a triangle before moving them on in their learning.

The behaviour and safety of pupils are good

- Typically behaviour is good and in lessons the majority of pupils displayed positive attitudes to learning. Pupils feel the school fosters good relationships. They report that they are 'one big happy family' in school, where they feel safe and well cared for by teachers and support staff.
- The majority of parents and carers who responded to the online Parent View survey indicated that their children are well looked after. However some parents and carers disagreed that behaviour was good. Inspectors found that overall pupils were courteous and well behaved.
- Pupils are keen to take on responsibilities and take full advantage of the opportunities the school provides. For example, they help at lunchtimes in the adjacent infant school and run the library in their own school. The school council provides opportunities for pupils to develop their understanding of the needs of others. At present it is involved in setting up a friendship area in the playground.
- The school's positive behaviour management strategies recognise pupils' achievement and reward good behaviour. Pupils report that bullying is rare and that should it occur it would be dealt with well by teachers.
- Pupils take great pride in the displays they have created around the school. For example, the display on the Amazon has fired imaginations and pupils talk enthusiastically about the different creatures that can be found in the rainforest.
- Assemblies provide pupils with opportunities to reflect on different spiritual, social, moral and cultural issues.
- The pupils who attend the hearing impaired unit are very well integrated into all school activities and enjoy being part of the school.
- Pupils show great concern for the welfare of others and act immediately, without any adult prompting, if they see a disabled pupil needing help.
- Attendance is in line with national averages. The school rigorously follows up any absences and as a result there are very low rates of unauthorised absence. There have been a few fixed-term exclusions.

The leadership and management require improvement

- When senior managers conduct lesson observations they do not focus enough on pupils' progress and precisely how teaching needs to be improved. As a result, some inconsistencies remain in the quality of teaching and pupils' achievement.
- There is an effective partnership with the local authority, which provides regular support.
- The school is fully aware of the need to improve the quality of teaching and ensure greater consistency. There have been some recent improvements, which have led to better progress for some pupils. Overall, leaders and managers show that they have the capacity to improve the school.
- The school has an effective policy for promoting equality of opportunity and tackles any instances of discrimination.
- Pupil premium funding is well used to secure improvements in achievement. Attendance levels have also increased due to closer liaison with families.
- There is a robust system for reviewing teachers' performance which is closely linked to pay progression.
- The range of subjects and activities provides a variety of stimulating opportunities and experiences and is designed to reflect pupils' interests. Topics and activities such as the 'Rock Challenge' and the 'World of Work Week' prepare pupils for the next stage in their education and

support spiritual, moral, social and cultural development.

■ The school works well with parents and carers, including those who may find working with the school difficult.

■ Safeguarding requirements are all met.

■ **The governance of the school:**

– The governing body is aware of the overall level of teaching and the standards of pupils when compared to all schools nationally. Governors have identified, correctly, that they would benefit from further training on the use of data so that they may better hold the school to account.

– Governors have expertise in business and this has the benefit of supporting closer links with local businesses, such as the recent trip to a large supermarket to see behind the scenes. Governors also have a clear understanding of issues such as performance management and how it is aligned with improvements in teaching. The governing body closely monitors the school finances. Pupil premium funding is carefully monitored for its effectiveness and governors have a full understanding of the difference that this is making to both attendance and 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	116237
Local authority	Hampshire
Inspection number	401581

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	169
Appropriate authority	The governing body
Chair	David Ashcroft
Headteacher	Lynn Clement
Date of previous school inspection	4–5 May 2010
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