

# Park Primary School

Gloucester Road, Aldershot, GU11 3SL

**Inspection dates** 5–6 March 2013

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

## Summary of key findings for parents and pupils

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

- There are inconsistencies in the quality of teaching across the school and consequently the progress of pupils, on occasions, slows. Not all teachers give clear guidance to pupils about what they have to do to be successful in lessons, nor do they challenge pupils when marking in mathematics.
- There are inconsistencies in giving pupils information about their levels of work and guidance about how to improve when doing longer writing tasks.
- Leaders carry out informal discussions with pupils. However, when leaders are checking on the work of the school there is an insufficient focus on arranging more formal meetings with pupils which would allow them to regularly give their views over issues that concern them.

### The school has the following strengths

- This is a fast improving school. The very effective leadership of the headteacher has established a high focus on pupils' achievement. The quality of teaching has improved and consequently there are more good lessons and accelerated progress for pupils.
- The drive for improvement has been extremely well supported by an increasingly strong governing body, led by an effective and knowledgeable Chair of the Governing Body.
- The behaviour and safety of pupils are good. Pupils say they feel safe and well looked after. This was supported by the parents and carers spoken to, as well as those who completed either the online Parent View survey or the school's own parental questionnaire. Of these, the overwhelming majority agreed that the pupils were safe and well behaved.

## Information about this inspection

- Inspectors observed teaching in 12 lessons, including visits to the Early Years Foundation Stage and sessions involving guided reading and linking sounds to letters (phonics).
- They listened to a sample of readers from Years 2 and 3.
- Inspectors took account of the 22 responses to the online Parent View survey as well as one letter from a parent or carer. Questionnaires from 17 members of staff were also read.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body, pupils, parents and carers and a representative from the local authority.
- Inspectors observed the school's work and looked at progress and attainment data, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.

## Inspection team

Michael Pye, Lead inspector

Additional inspector

Gail Robertson

Additional inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported through pupil premium funding, which provides additional funding for looked after children, children from service families and pupils known to be eligible for free school meals, is well above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is well above the nationally expected level. The main needs of these pupils relate to behavioural, social and emotional difficulties.
- The majority of pupils come from a predominantly White British background. The next largest minority ethnic group consists of pupils coming from a Pakistani or Any Other Asian background.
- Above the expected numbers of pupils join or leave the school other than in Reception or Year 6.
- The school did not meet the government's current floor standards, which set the minimum expectation for pupils' attainment and progress. In 2012 it met the standards for progress and attainment in English but not for progress in mathematics.
- The school has access to an off-site nurture group which was not inspected on this occasion.
- The current headteacher joined the school in January 2012.

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

- Eradicate the inconsistencies in teaching to improve pupils' progress and attainment by ensuring that all teachers:
  - provide pupils with clear success criteria against which they can judge their progress in lessons
  - when marking the extended writing exercise, give clear guidance to pupils as to the level of their work and detailed feedback about the strengths and areas for development in the written work
  - ensure that marking in mathematics regularly challenges pupils.
- When monitoring the work of the school, arrange for all leaders to hold more formal meetings with pupils to establish their views about school life.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In the past, pupils made inconsistent progress because of inconsistencies in the quality of teaching. This has resulted in a legacy of underachievement which the school is quickly addressing. However, a minority of pupils in some subjects are still not making sufficiently good progress that will enable them to catch up.
- Overall, given pupils' starting points, they make expected progress by the end of Year 6, including those few pupils from a minority ethnic background.
- Current data are very reassuring. Increased numbers of pupils make rapid and better than expected progress, for example in reading. This includes disabled pupils and those who have special educational needs.
- The school sets ambitious progress targets. Increasing numbers of pupils are meeting these, for example, in Year 6 pupils' writing.
- Evidence from lessons and in pupils' work supports the picture of improving progress.
- Children enter Reception with skills and knowledge at below the levels expected for their age. Particular weaknesses exist in areas of literacy, communication and personal, social and emotional development. The children make good progress and leave Reception at broadly the expected levels.
- Attainment at the end of Year 2 in 2012 was broadly average and, reflecting improvement, the best for five years. At the end of Year 6 attainment was well below average, especially in mathematics. The small cohort had high levels of pupils with special educational needs. Currently, Year 6 pupils are on track to improve their outcomes and attain average standards.
- School analysis shows that boys achieve less well than girls in English. The issue is being addressed with more emphasis placed on encouraging boys' motivation. The gap is closing.
- In 2012, based on their average point scores, the attainment of pupils known to be eligible for free school meals and in receipt of the pupil premium was above average in English and mathematics. Throughout the school their achievement levels were as expected overall, and higher than those of other pupils.
- Reading standards are average. The school's analysis of reading identified that pupils' skills were secure but that there was a weakness in their comprehension. This is now a focus. The phonics screening check for pupils in Year 1 in 2012 showed results above the expected levels.

### The quality of teaching

### requires improvement

- Inconsistencies in the quality of teaching result in the rate of pupils' progress slowing in a minority of classes in Key Stage 2.
- In some classes teachers give clear success criteria for pupils. In others, such as in an English lesson for older pupils about using similes, they were not made sufficiently clear or challenging enough for different abilities.
- Teachers present good opportunities for pupils to practise and develop their skills in extended writing sessions, such as 'My Own version of Meerkat Mail'. However, chances are missed to reinforce pupils' knowledge of what level they are working at and to give detailed feedback.
- Teachers' marking is good. Teachers make supportive comments and give information about the next steps in the pupils' learning. In mathematics there are missed opportunities to go one step on and challenge pupils with a harder, more challenging task.
- Good opportunities for pupil self-evaluation are presented and the green/pink approach reflects their understanding of how to improve.
- Strong relationships exist and these result in pupils being willing to get involved in their learning and eager to give their views. In an English lesson for older pupils the pupils showed an enthusiastic approach to reporting back to others their sentences with 'drop-in' clauses and

similes. High levels of respect were demonstrated as pupils listened carefully to their peers.

- Teachers ensure that at the start of lessons pupils' prior learning is identified. In a mathematics lesson for younger pupils the teacher was adept at consistently checking that pupils knew the basics before moving on to more challenging work involving estimation skills and the consequent use of rounding numbers up and down.
- Teaching assistants are proactive and good at ensuring that pupils have to think carefully about their learning. In an intervention group pupils were encouraged to research the meaning of identified words and then work out an appropriate sentence using the word.
- The youngest children benefit from good teaching which delivers creative and captivating approaches to learning. In a session focused on numeracy, the children learnt about recognising numbers and developing their knowledge of number bonds. The teacher had high expectations and matched the task well to the ability of the children so that they remained on task, were energised and made good progress.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are consistently good. They say they enjoy learning and that teachers help if they do not understand the work. The improving attendance rate, now broadly average, reflects the pupils' positive attitudes.
- They also say that they feel safe and that lessons usually take place without any incidents. They are consequently able to concentrate on their learning.
- Pupils say that there is 'no bullying but friends falling out'. They have a secure understanding of what is meant by bullying. Pupils talk about e-safety, reflecting positive learning sessions conducted by the police.
- Parents and carers believe pupils are safe, well looked after and well behaved. Pupils describe behaviour as good and that things have improved and that 'friendly playtime' was normal.
- Pupils enjoy taking responsibility. They use the time given to them to respond to teachers' marking. Year 5 pupils enjoy responsibility for aspects of music, while Year 6 are peer mediators. These present good opportunities for pupils' moral and social development.
- Behaviour is not yet outstanding because, on occasions, a small minority of pupils go off task during lessons and this is not the 'behaviour for learning' which the school expects.
- The school records and analyses behaviour patterns. This allows for trigger points to be identified and appropriate actions are taken. The Family Support Worker works alongside those pupils and their families who find some aspects of school difficult. This helps ensure that these pupils settle to schoolwork.
- These developments have contributed to improvement, as seen in the reducing rate of exclusions and racist comments. Parents and carers spoken to are very clear that this is a school where behaviour has improved as a consequence of effective leadership.
- Pupils have a clear understanding of risk. They talk about safe practices in subjects like physical education.

### **The leadership and management are good**

- A very impressive vision for school improvement has been successfully shared with staff, pupils and parents and carers by the headteacher. Pupil progress meetings hold teachers to account and any pupils falling behind are quickly identified and appropriate support provided. This contributes to equal opportunities.
- There is clear commitment to high expectations of teaching and pupils' progress. The senior leaders' ambition is clear in the targets for pupils' progress – the average points score targeted is above the national average.

- Staff questionnaires show they share the vision for improvement and are overwhelmingly supportive of the leadership and the quality of support they receive. The English coordinator has contributed to improvement through the introduction of good extended writing opportunities for pupils. Consequently, there are now increasing examples of good progress in literacy.
  - A wide range of strategies is used to check on the work of the school, including lesson observations and work scrutiny. The school recognises the need to conduct more formal pupil discussions. The school identifies highly relevant development priorities. This, for example, has a particularly positive effect on improving progress in mathematics.
  - Self-evaluation is rigorous. For example, the mathematics coordinator recognised the need to introduce a clearer curriculum to support the teaching of calculation. This has resulted in improving levels of teacher knowledge and clear progression of challenge.
  - The headteacher and senior leaders focus on improving teaching skills. There exists a clear message that career advancement is dependent on a record of good and better teaching. Performance management is well used to set challenging targets. A good range of professional development exists to support staff to the point where staff see the process as a very good self-reflection opportunity.
  - The school provides much professional development but also seeks very appropriate opportunities for training provided by outside agencies, for example, from the active local cluster of schools.
  - The broad and balanced curriculum has a very appropriate focus on basic skills. The school delivers good opportunities for pupils to raise aspirations. For example, pupils expressing an ambition to become an artist benefit from the trip to the Royal College of Art, while Year 6 pupils visit the local technical college to see aspects of media work. These, along with the choir, contribute well to the pupils' spiritual, social and cultural development. Links with parents and carers are developing well. Parents and carers commended more open communication.
  - Safeguarding arrangements are secure.
  - The local authority has given good support and this is now being pared back in view of the increasingly positive impact of school actions on pupils' outcomes.
  - **The governance of the school:**
    - The Chair of the Governing Body shares an ambitious vision for improvement. The governing body acts as a critical friend to the school: questions are consistently raised about the progress of the various pupil groups. Governors have a secure understanding of which pupils benefit from pupil premium funding and the effect of expenditure on their achievement. They receive detailed reports on aspects of the school's work including the budget, child protection and safeguarding aspects. Performance management is used to support improvement. Clear links exist to the new National Teaching Standards. There is no misunderstanding about the expectation of promotion being linked to high-quality teaching. Governors have a clear understanding of the best teaching and where it requires improvement. Training in interpreting assessment data helps ensure that governors are aware of how the school compares to the national average of primary schools.
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## 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

<b>Unique reference number</b>	116233
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401580

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

<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>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brenda MacCormack
<b>Headteacher</b>	Kate Steven
<b>Date of previous school inspection</b>	16–17 June 2010
<b>Telephone number</b>	01252 324159
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