

Parkgate Primary School

Parkgate Road, Coventry, CV6 4GF

Inspection dates 25–26 June 2013

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.

- The school has changed significantly since the last inspection. All aspects of its work have improved because of the strong, determined leadership of the headteacher and deputy headteacher.
- The concerted effort by all leaders and managers to improve the quality of teaching by providing high quality training, coupled with a rigorous cycle of checks on teaching and pupils' progress has been successful. Teaching is now typically good with some outstanding practice.
- All groups of pupils, currently on roll, are making good progress. Most are now working at levels close to those seen nationally in reading, writing and mathematics. Pupils in Year 6 have caught up rapidly particularly in reading and mathematics.
- Pupils enjoy coming to school and are keen to do well. As a result, attendance has improved. Their attitudes to learning are strong and they enjoy working together. They feel safe and are polite and friendly to each other and adults.
- Governors are determined to support the school in its quest to improve further. They have a clear understanding of what needs to be done and check information closely to ensure the school remains on its upwards path.
- Children in the Nursery and Reception classes get off to an excellent start because teaching is outstanding.

It is not yet an outstanding school because

- Not enough teaching is outstanding because less effective teachers do not get enough opportunity to observe the excellent practice available in the school.
- Work set for the more-able pupils does not always stretch them enough to ensure they achieve at the highest levels.
- Progress in writing is not improving as quickly as it is in reading or mathematics, because pupils do not have enough opportunities to refine and improve their work.

Information about this inspection

- Inspectors observed teaching and learning in 27 lessons. Seven of these were jointly observed with the headteacher, deputy headteacher and an assistant headteacher. Inspectors also listened to a selection of pupils read.
- Inspectors looked at a range of documentation including the school's self-evaluation, school development plans, current assessment information, minutes of governing body meetings and the records of the school's checks on teaching and learning. Inspectors also examined a selection of pupils' work books.
- Meetings were held with senior leaders responsible for special educational needs, the Early Years Foundation Stage, English and mathematics, members of the governing body and a representative from the local authority.
- Inspectors spoke with two specific groups of pupils and informally with others in the playground.
- At the time of the inspection, there were too few responses to the online survey (Parent View) for inspectors to consider. However, inspectors spoke to parents and carers at the start of the day and looked at the school's own survey of their views. They also considered the 44 responses to the staff questionnaire.

Inspection team

Penny Spencer, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Jennifer Cutler	Additional Inspector
Paul Heery	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is higher than average. This is government funding for pupils who are known to be eligible for free school meals, are looked after by the local authority or have parents serving in the armed forces.
- The proportion of pupils from minority ethnic backgrounds is high. These are mostly of Asian or British Asian heritage. A high proportion of these pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is broadly average. The proportion of pupils with a statement of educational needs or supported at school action plus is above average.
- More pupils than usual join the school after the start of Nursery or leave before the end of Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school hosts a breakfast club and after-school club which is not managed by the governing body and was not subject to this inspection.
- The headteacher and deputy headteacher have been in post for just over two years and there have been significant changes in staffing at all levels since the previous inspection.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching, and so continue to raise achievement, by ensuring that:
 - teachers plan lessons which stretch all pupils but particularly allow the most able to make as much progress as they could
 - pupils are given enough time to respond in detail to teachers' marking comments, to improve their writing to the very highest standard, before starting new work
 - opportunities for teachers to observe the very best teaching in the school are increased so they can learn how to improve more rapidly.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with knowledge, skills and understanding that are typically well below expectations for their age, particularly in language and communication skills. They make excellent progress in the Early Years Foundation Stage and provision is rightly focused on improving this aspect of learning.
- Pupils' achievement has improved since the previous inspection. Standards have risen in Key Stage 1 and are now broadly average at the end of Year 2. Standards at the end of Year 6 have risen in mathematics, but have been significantly below average in both English and mathematics in the past. This reflects the poor progress made by these pupils historically. Rapid progress over the last two years, since the previous inspection, has raised attainment substantially for the current pupils. As a result, standards in all year groups are now at expected levels for most pupils.
- Reliable, externally checked assessment information at the end of Year 6 shows most pupils are now working at least at the national average, with more working at the higher levels. This is a marked improvement on the below average standards reached by pupils at the end of Year 6 in 2011 and 2012, which reflected these pupils' underachievement lower down the school.
- Improvements in the way pupils are taught how to link letters to the sounds they make (phonics), combined with a substantial investment in high quality reading books and training for teachers, have been effective in raising reading standards. The percentage of pupils meeting national expectations in the Year 1 phonics screening was above average in 2012 and results submitted for the current year indicate this is set to improve further.
- Pupils, of all abilities, who read to inspectors were enthusiastic and showed high levels of skill when reading unfamiliar words. Older pupils were increasingly fluent and expressive.
- In general, there are no major differences in the progress made between different groups of pupils from their starting points, including those from minority ethnic groups and those who speak English as an additional language. There are comprehensive tracking systems in place to check pupils' progress and ensure this continues to accelerate.
- Pupils for whom the school receives pupil premium funding have benefited from the rapid improvements in teaching and learning and have made faster progress, in line with all other pupils. Standards for these pupils were similar to those of their classmates in English at the end of Year 6 in 2012 but six months behind in mathematics. However, most of the pupils within this group made slightly better progress than their classmates. Gaps in their attainment are closing.
- Disabled pupils and those who have special educational needs make good progress. They are making faster progress because teachers now identify their individual needs more carefully and the support they receive in small groups is of high quality.

The quality of teaching is good

- Teaching overall is now good with a small proportion that is outstanding. This represents a considerable improvement since the previous inspection.
- Teachers question pupils very effectively to develop their understanding and provide many

opportunities for pupils to work closely together successfully.

- Teaching in the Nursery and Reception classes is outstanding. Teachers are adept at knowing when to intervene in activities to keep the learning moving forward briskly.
- In a very successful guided reading lesson, outstanding teaching combined with challenging activities allowed pupils to make rapid progress extracting information from books, to create excellent leaflets, glossaries and comic strips.
- Key skills in reading, writing and mathematics are taught well and have been a focus for staff in their drive to improve standards. Work is planned that ensures pupils of all abilities make good progress. However, the level of challenge for more-able pupils is still not high enough to enable them to make as much progress as they could.
- Increased opportunities for pupils to write regularly and at length have been successful in raising standards. Pupils are confident writers in a variety of styles. However, they are not always given enough time to improve their work to the highest level, for example by choosing more adventurous words to describe a situation, before they start on the next task. This slows progress for some.
- Teachers mark work regularly and thoroughly. The recently introduced marking policy is firmly in place and pupils were keen to explain to inspectors how it was helping them improve their work. Pupils regularly assess each other's work and show a mature attitude when making comments.
- Pupils who speak English as an additional language benefit from specialist teaching where necessary to ensure they have the skills to take part in lessons confidently. As a result, they make good progress.
- Disabled pupils and those who have special educational needs make good progress because teachers accurately plan work that fits their needs. The teaching of specific programmes, to support pupils to catch up in mathematics or reading, is excellent and contributes highly to this success.
- Throughout the school, learning support assistants provide good support and are careful not to let pupils become overly reliant on their help.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They understand the school rules and respond quickly to instructions from all members of staff. Pupils comment positively on how behaviour has improved since this headteacher was appointed.
- Pupils have very good attitudes to learning. They are enthusiastic and enjoy coming to school. There are very few incidents of poor behaviour and lessons are rarely interrupted. The meticulous records kept by the school reflect this view and inspectors saw no incidents of inappropriate behaviour during the inspection.
- Pupils feel safe and secure. Recent surveys of pupils, by the school council, identified very few areas of the school which were considered to be less safe and these were often areas out of bounds to pupils, such as the car park.

- Pupils understand what bullying means and are adamant that incidents are rare. They have complete confidence that the adults who look after them would deal with anything that might be worrying them.
- Parents who spoke to inspectors were very positive about the changes that have taken place since the previous inspection and felt the school looked after their children well. Inspectors endorsed this view.
- Low attendance has been tackled rigorously by the headteacher. Swift action is taken when a pupil's attendance drops too low. Good attendance is celebrated weekly in assemblies and via the school website. As a result, attendance has improved and is average. The school works hard to prevent families from taking their children on extended holidays abroad during term time. Some families still persist, although the number is falling.

The leadership and management are good

- The headteacher and deputy headteacher provide determined and very effective leadership. They have set very high standards and are highly ambitious for further improvement. They have a thorough and realistic view of how good the school is now and what needs to be done to realise their aims. They have created a strong leadership team to support them, all of whom are completely committed to the vision of success.
- The main focus of the headteacher and deputy headteacher has been on improving the quality of teaching. Teachers are observed regularly and are given good quality training and support to help them improve. The results of this work are clear.
- Senior and middle leaders are fully involved in checking the school's work. They observe lessons, evaluate pupils' work in books and support newly qualified teachers. They do this successfully because the headteacher and deputy headteacher have successfully modelled techniques and worked alongside them to develop their skills.
- Feedback to teachers following observations is detailed and helpful. Any teaching that might require improvement is followed up swiftly, after any support or training, to ensure improvements have taken place. Opportunities for teachers to observe outstanding teaching have not been used as frequently as they might as a tool for improvement.
- Targets set for teachers are demanding and senior leaders review them thoroughly throughout the year. They are closely linked to improvements in pupils' progress. Rigorous systems are in place to ensure teachers are only rewarded if their performance merits it.
- The subjects taught by the school provide a wide variety of experiences for pupils. Interesting topics ensure pupils enjoy their learning and provide strong support for pupils' spiritual, moral, social and cultural development. A wide variety of trips, clubs and visits that are open to all, coupled with the rise in achievement, promotes positive relationships, ensures equality of opportunity and tackles discrimination.
- The school's improvement has been well supported by the local authority. It has monitored progress and provided valuable advice. The school has also developed strong partnerships with the local teaching school to support leadership development in particular.

■ The governance of the school:

- Governors have a clear understanding of their role and are very ambitious for continued improvement. They bring a wide range of relevant skills to the governing body and have benefited from good training. Governors are fully aware of the school's strengths and weaknesses and have an accurate understanding of its performance in relation to other schools. They understand information on pupils' achievement and the quality of teaching and check carefully to make sure the headteacher is doing everything necessary to improve the situation. They check the school's work for themselves by visiting lessons and talking to pupils and are appreciative of the detailed reports they receive from the leadership team. They set challenging targets for the headteacher and there are good systems in place to ensure her checking of teachers' performance is rigorous. Governors make sure teachers are only rewarded financially when their performance merits it. They review carefully how the pupil premium is spent and the impact this is having on these pupils' achievement. Resources are managed carefully to ensure the school is able to maintain its improvement in the future. The governing body makes sure that safeguarding meets statutory requirements.

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	103688
Local authority	Coventry
Inspection number	404891

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	684
Appropriate authority	The governing body
Chair	Carol Blair
Headteacher	Zoe Richards
Date of previous school inspection	27 June 2011
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