

Parnwell Primary School

Saltersgate, Parnwell, Peterborough, PE1 4YH

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Over time, teaching has not brought about consistently good achievement for all pupils. Standards in Year 6 in 2013 were below average in reading and mathematics.
- Not all teachers have appropriately high expectations of what pupils can achieve, especially the most-able pupils.
- Some teachers do not regularly check pupils' progress and understanding in lessons to let them know how well they are doing and what they need to do next.
- The quality of marking is uneven and pupils are not consistently encouraged to act upon teachers' advice to improve their learning.
- Leaders and managers have not brought about improvements in teaching and pupils' achievement as quickly as they should. Until recently, leaders' assessments of teaching have not been sufficiently focused on the progress pupils make in their learning and they have not followed up points for improvement promptly.
- Subject-leader roles are not fully developed across the school. This limits the contribution these leaders make to improving teaching and the school's effectiveness.

The school has the following strengths

- The headteacher has led the school effectively through a time of discontinuity in staffing.
- Leaders, managers and governors have responded well to advice from the local authority and are taking robust action to bring about improvements to teaching and achievement. Governors hold the school to account for its performance.
- Attainment has risen in writing year on year since the previous inspection.
- Pupils' behaviour and attitudes to learning are good. The school ensures that they are kept safe. Attendance rates have risen since the previous inspection.
- The school provides excellent personal care for each individual. Vulnerable pupils are very well supported.

Information about this inspection

- The inspection team observed 21 lessons. Thirteen of these were made jointly with senior leaders.
- The team listened to pupils read in Year 2 and Year 6.
- Inspectors also visited some support sessions for groups of pupils, looked at work in books and attended two assemblies. They observed and spoke with pupils during break and lunchtimes, and as they moved around the school. They met with a group of pupils to establish their views of the school.
- A range of documents was scrutinised. These included: the school's evaluation of its strengths and weaknesses, school improvement plans, local authority reports, records of meetings of the governing body, safeguarding files, data regarding pupils' current progress, and information on the management of teachers' performance and of the monitoring of teaching.
- A range of meetings were held with staff. These included: senior leaders, subject leaders, the leader of the Early Years Foundation Stage, the coordinator of special educational needs, and the learning mentor. The lead inspector held a telephone conversation with the Chair of the Governing Body and met with a representative from the local authority.
- The inspection team took account of 16 responses to the online questionnaire, Parent View, and the school's own analysis of parental questionnaires. They also spoke informally to a number of parents who were delivering their children to school.
- The views of 24 staff who returned questionnaires were considered.

Inspection team

Joan Beale, Lead inspector

Additional Inspector

Lynn Lowery

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The proportion of pupils who speak English as an additional language or who come from minority ethnic groups is well above the national average. These groups include an increasing number of pupils from Eastern Europe and those of Romany or Gypsy origin. The school has long served a Traveller community.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is above average, as is the proportion supported at school action plus or through a statement of special educational needs.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school receives additional pupil premium funding, is well-above average.
- A higher proportion of pupils leave or join the school at times other than at the start of the school year than is seen nationally.
- There have been many changes in teaching staff, including of senior leadership, since the previous inspection. The leader of the Early Years Foundation Stage took up post in September 2013.
- The headteacher, who has led the school for a number of years, is retiring at the end of the summer term and a new headteacher has been appointed to take up post from September 2014.
- In 2013, the school did not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good so that attainment rises and progress is more rapid across the school, by ensuring that teachers:
 - set work that is not too easy and not too hard for any pupils, especially for those who are most able
 - check pupils' understanding and progress regularly in lessons, so that misunderstandings are swiftly addressed
 - tell pupils what is expected of them during a lesson, so that they are encouraged to make rapid progress
 - explain new ideas clearly and use the right resources to show pupils how to do things so that they always have a clear understanding of tasks set
 - give pupils consistent and clear advice on how to improve their work and the opportunity to act upon this guidance
 - have regular opportunities to learn from good and outstanding teaching in their own and other schools.
- Improve the effectiveness of leadership and management of teaching and learning by ensuring that senior leaders:
 - take sufficient account of the impact of teaching on pupils' progress when assessing the quality of teaching
 - follow up promptly points for improvement in teachers' practice arising from checks on

- the quality of teaching and learning
 - develop the role of subject leaders further so that they are able to fully support senior leaders in leading the school and bringing about improvements at a faster rate.
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Inspection judgements

The achievement of pupils

requires improvement

- Attainment at the end of Year 6 in 2013 was below average in reading and mathematics. Too few pupils attained the higher levels in all subjects. Both standards and progress slipped back from 2012, when all groups of pupils achieved well. However, Year 6 in 2013 was a small year group and the slow progress of a few pupils had a big impact on progress overall.
- Attainment at the end of Year 6 has fluctuated in mathematics and reading but shows year-on-year improvement in writing, which reflects the work the school has done to improve writing.
- The school's own data about progress in year groups, including of the current Year 6, and inspectors' findings show some unevenness in both progress and attainment. School data show that both attainment and progress for Year 6 pupils has improved this year and more pupils, including the most able, are making good progress in reading and writing. For example, most pupils in Year 4 have made good progress since the end of Year 2. The picture in Year 5 is currently less positive, but most pupils are making at least expected progress.
- Children join the school with levels of skills, knowledge and experience that are well below those typical for their age. Many children are at an early stage in learning English. All children have usually made steady progress in the Reception Year, but have entered Year 1 below a good level of development in key skills. However, progress is quickening and, currently, children are making good progress. Pupils' progress is steady in Key Stage 1, but their attainment generally remains below average by the end of Year 2.
- Results in the Year 1 screening check for phonics (the sounds that letters make) were below the national result in 2013 and 2012. These results have been partly due to staffing instability and some weaknesses in teaching. Pupils who are currently in Year 2, including the less able, now understand letters and sounds well and read accurately.
- In 2013, the attainment of Year 6 pupils for whom the premium provides support was close to that of their classmates in mathematics, but they were about a year behind other pupils in reading and six months behind in writing. In 2012, pupils known to be eligible achieved well. Currently, school data show that gaps between the attainment of these pupils and other pupils have narrowed.
- The achievement of disabled pupils and those who have special educational needs is boosted by well-planned support, enabling them to make good progress.
- The achievement of pupils of Romany or Gypsy origin is consistently good, over time.
- A large number of pupils join the school part way through their education, including some who speak little or no English. The school has good systems to help them settle quickly. These pupils benefit from additional support in lessons and many make good progress. However, some leave before their attainment can be recognised in national tests.

The quality of teaching

requires improvement

- There is not enough good or better teaching across the school, including in some aspects of literacy and in mathematics, to ensure that pupils make consistently good progress. Staffing discontinuity since the previous inspection has also contributed to pupils' inconsistent progress.

- Over time, teachers' expectations of pupil's work, especially that of the most able, have not been high enough. Not all teaching gives pupils the level of challenge they need to extend their skills and achieve really well. Sometimes, even when pupils are given demanding work, they do not make good progress because teachers do not make clear to them how much work is expected of them in a given time.
- Pupils sometimes do not make the progress they are capable of because teachers do not check that they have understood the tasks they are given. On some occasions, pupils are not helped to overcome misunderstandings and what they should do next.
- In some cases, teachers' marking does not give pupils enough information about how to improve their work and pupils are not given the opportunity to act upon teachers' guidance. However, there are also examples of impressive practice in how marking is used in some classes.
- Where teaching is good, teachers carefully consider what are the best resources and equipment to use to help explain new ideas and show pupils how to do tasks. This practice is not yet consistent across the school.
- The best progress is achieved when teachers provide challenging learning for all pupils and expectations of what pupils should achieve are high. In these situations, teachers use their detailed subject knowledge and accurate assessment of pupils' work to challenge them to make rapid progress. For example, in Year 4 mathematics on the topic of ratio, the teacher used very precise mathematical language to explain difficult concepts. More-able pupils were constantly challenged with demanding questions to stretch their thinking. Well-briefed adults supported and challenged pupils well. Consequently, all pupils were highly motivated, engaged in learning and made rapid progress.
- Standards in writing have improved because teachers give pupils interesting topics to write about and they respond well to the challenge they are given. Changes to the way that reading is taught have been introduced recently, but it is too early to measure the impact. Pupils currently have increased opportunities to apply their mathematical skills across subjects, which is helping to reinforce their understanding.
- Teaching assistants are generally deployed well and provide effective support. This support includes disabled pupils, those who have special educational needs, those who speak English as an additional language and those who are known to be eligible for the pupil premium.
- Pupils of Gypsy or Roma heritage are well supported. Their learning needs are accurately identified and well met and, over time, they learn successfully.
- Teachers promote very positive relationships with pupils, which often make pupils want to do their best at all times and contribute well to their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There are clear and well-established expectations of their conduct that pupils understand. Pupils themselves say behaviour is good and this is endorsed by inspectors, the views of parents and school records. There have been no exclusions in recent years.
- In lessons, pupils are keen to learn and rise to the expectations of teachers, especially when

these are high. They interact well with each other to discuss and practise their learning. Relationships between pupils and teachers are highly respectful.

- Pupils of all abilities and from all ethnic backgrounds have very positive attitudes to their teachers and to learning. Their attitudes support their learning well, even when teaching is not as effective as it should be in enabling them to make good progress.
- Around the school, pupils conduct themselves very well and show common sense. They are courteous and polite, for example – holding doors open for each other and for adults. At break times, pupils play harmoniously and enjoy the resources that are available to them, such as scooters, stilts and hoops.
- Pupils take a pride in their appearance, the presentation of their work and the school environment, which is well kept.
- In assemblies, which Year 6 pupils help to organise, pupils listen attentively and warmly celebrate each other's successes, for example, when receiving 'I can certificates'. They are friendly to each other and welcoming to visitors. They engage eagerly and confidently when talking with adults. They hold their 'good to be green' stickers in high regard.
- The school's work to keep pupils safe and secure is good. Leaders make sure that access to the school is secure and that staff are rigorously checked before they are appointed. Pupils say they feel safe and they demonstrate an understanding of how to keep themselves safe in different situations. They especially understand how to stay safe when using the internet. Parental questionnaires also endorse the view that their children are safe at school.
- Pupils have a good understanding of different types of bullying. They say that this rarely occurs but that when it does it is dealt with swiftly. School records and the views of parents confirm this.
- The school provides excellent personal care and support for individuals who need it, including through a Family Support Assistant. This means that all pupils, including the most vulnerable, are able to engage fully with what the school has to offer and make the most of their experience.
- Pupil's attendance has risen. This is a result of leaders' effective work to improve it. Their work includes careful monitoring, a revised policy towards absence, which penalises the taking of holidays and visits in term time, close work with particular families and rewards for good attendance.

The leadership and management requires improvement

- Leadership and management have not secured consistently good progress for all groups of pupils. The quality of teaching has not been consistently good. Although some failings have been caused by staffing discontinuity, steps to improve teaching have not been effective enough.
- Leaders have only recently begun to take into account pupils' progress and work in their books when making judgements on the quality of teaching. As a result, their judgements have sometimes been too generous. More robust monitoring of teaching now takes place, but this does not always include following up on agreed areas for improvement in a timely fashion. Teachers do not yet benefit from opportunities to learn from the good and outstanding teaching in their own school and in other schools.

- Subject leaders have not been fully involved in checks made on the quality of teaching and its impact on learning. Consequently, they do not have the detailed overview of pupils' performance across both key stages and Reception that they need in order to have a strong influence on the school's direction and better provision.
- The headteacher is ambitious for the school to improve rapidly and has sought advice from the local authority. She and the deputy headteacher, supported by governors, have responded with vigour to this advice. The right priorities for development, together with appropriate timescales, have been identified. The local authority knows the school well and is providing a good range of appropriate support to help it move forward.
- Leadership of the Early Years Foundation Stage is effective. School data and inspectors' findings show that children in the Reception Year are making good progress and a higher proportion are on track to reach a good level of development this year than in 2013.
- The recently revised range of subjects and topics taught is based around exciting themes, which link to art and culture such as: 'Taste of India', 'Starry Night' and 'Castles'. These themes are carefully planned to link subjects and provide interesting topics for pupils to write about, which has contributed to improved achievement in writing. Key values are promoted and 'I can' statements, for which pupils receive recognition, run through the school. For example, such values include: 'I can understand someone else's opinion' or 'I can take responsibility for a job and maintain it over time.'
- Pupil's spiritual, moral, social and cultural education is well promoted. It is further enhanced through visits to places of interest, such as the planetarium. Pupils also enjoy a range of clubs, cultural weeks and celebratory days, such as 'Traveller Day' and 'Polish Day', which reflect the local community.
- The school uses the additional sports funding well. It is used to purchase support from the sports partnership. This provides coaching in lessons, after-school clubs and training for teachers and teaching assistants. As a result, pupils are benefiting from a greater range of sporting opportunities and gaining in health and physical well-being.
- **The governance of the school:**
 - Governors know the school well. Many have been involved with the school's work for several years and know clearly the important role the school plays in serving the local community. They are strongly supportive of the school and have concern for the individual.
 - The governing body has restructured to have a greater focus on standards. Training received from the local authority has increased governors' understanding of data on pupils' attainment and progress, which enables them to provide greater challenge to the school over the progress that pupils make. They know how well pupils are achieving and what the quality of teaching is through regular updates from the headteacher and their own observations.
 - Governors visit the school regularly to observe teaching and to check how well new initiatives are working. They know how the pupil premium is being spent and the impact that this additional funding is having on the improved performance of eligible pupils in the current year.
 - The governing body has developed a new policy for performance-related pay. It has a clear oversight of how teachers' performance relates to their pay.
 - Governors ensure that all safeguarding arrangements meet 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	110764
Local authority	Peterborough
Inspection number	439750

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Ronnie Lyons
Headteacher	Jenny Hannam
Date of previous school inspection	8 March 2011
Telephone number	01733 349182
Fax number	01733 558729
Email address	office@parnwell.peterborough.sch.uk

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