

# Park House Primary School

Rupert Street, Lower Pilsley, Chesterfield, S45 8DB

**Inspection dates** 1–2 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils flourish at Park House Primary School because they are taught well, are exceptionally well cared for and feel safe.
- The quality of teaching is good. There are examples of outstanding teaching over time. Teaching is strongest in Key Stage 2 (Years 3, 4, 5 and 6).
- All groups of pupils make good, and in some cases, outstanding progress from their starting points in reading, writing and mathematics.
- The school highly values music and sport and as a result pupils are creative, confident and active in all aspects of their learning.
- Pupils have good attitudes to learning, feel safe at school and behave well at all times of the day with all members of staff.
- Pupils are very proud of their school. They are confident and eager to tell visitors how much they enjoy their learning and how much they respect and like their teachers. Their attendance is good and improving year-on-year.
- Staff have excellent relationships with parents and carers. The local community is extremely proud of Park House and as a result the school is always oversubscribed.
- The headteacher is respected by parents, pupils and staff alike. He is a passionate and creative leader who has unfailingly high aspirations for his school and his pupils.
- The headteacher works in close partnership with a strong governing body. As a result the school is well managed and there is a strong commitment to school improvement.

### It is not yet an outstanding school because

- Not enough teaching, particularly at Key Stage 1, is outstanding.
- Some teachers do not always have high enough expectations of all pupils. As a result their lessons do not always enthuse or challenge pupils sufficiently and learning is sometimes slowed.
- Although teachers' marking is regular it does not consistently result in rapid improvements in pupils' work.
- Planning in the Reception class does not always link closely enough with the observations and assessments which teachers do. As a result, there are not always clear 'next steps' for learning and some children are not always challenged enough.

### Information about this inspection

- Inspectors visited 12 lessons and one assembly. The headteacher joined them in three observations of teaching and learning.
- Inspectors looked at a wide range of documents, including: the school improvement plan, the school's self-evaluation, minutes from governors' meetings, and records and policies about teaching, learning, behaviour and safety.
- Inspectors observed the behaviour of pupils at playtimes and spoke to individual and groups of pupils about what they most enjoyed about their school.
- Inspectors listened to a sample of pupils from all year groups read and visited lessons where pupils were learning about letters and sounds.
- Inspectors looked at work in pupils' books and on display throughout the school.
- Inspectors sought the views of parents and carers by talking to parents in the playground and considering the 58 responses to the online survey, Parent View.

### Inspection team

Clare Cossor, Lead inspector

Her Majesty's Inspector

Dorothy Bathgate

Her Majesty's Inspector

## Full report

### Information about this school

- Park House Primary School is a slightly smaller than average-sized Primary School.
- Most pupils are of White British heritage.
- The number of pupils supported by the pupil premium is well below the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals or in the care of the local authority.
- The proportion of pupils supported through a statement of special educational needs is below average, as is the proportion of pupils who have an education and health care plan.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post for nine years.
- The school has gained a number of awards including the Healthy Schools Award and Music Quality Mark.

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

- Improve the amount of outstanding teaching in Key Stage 1 by:
  - improving the quality of planning
  - making sure that all teachers always provide the right of level of challenge for all groups of pupils
  - ensuring that teachers expectations are consistently high in all classes.
- Review the marking policy to ensure that:
  - pupils always know how to improve their work
  - all teachers make sure that pupils respond to comments following marking and so improve their work.
- In the Reception class, ensure that planning is always informed by what the children can already do so that expectations are always high and all children are effectively challenged.

## Inspection judgements

### The leadership and management are good

- The headteacher is deeply passionate about the care and achievement of all pupils in his school and is held in high regard by staff, parents and pupils. He works in close partnership with a skilled and effective governing body. As a result the school continues to go from strength to strength.
- Issues from the previous inspection have been dealt with well, resulting in improved outdoor learning for Reception class children and improved attainment in writing across the school.
- Leaders have an accurate understanding of the school's strengths and areas for improvement and self-evaluation is effective. The headteacher recognises that some targets in the school improvement plan are very broad. On occasion this makes it difficult for leaders and teachers to easily measure how different actions are impacting upon the progress of different groups of pupils.
- Middle leaders have a secure knowledge of their subjects. They observe colleagues regularly and team teach alongside them to model best practice. As a result teaching has improved.
- The headteacher has effectively led the implementation of the new National Curriculum. He has ensured that teachers have received the information and resources they need. As a result teachers morale is high and they are all committed to the successful introduction of the new 'Cornerstones' curriculum.
- Senior leaders have been proactive in making arrangements to work alongside other local schools to introduce a consistent and effective way of assessing pupils learning following the removal of National Curriculum levels. The headteacher has secured the confidence of teachers in making a good start to this transition.
- Teachers understand that they are accountable for pupils' progress and that senior leaders check their work against the Teachers' Standards. The headteacher invests heavily in high quality training for teachers and teaching assistants and this contributes to the high standards of attainment and progress in school. He recognises that there is more to be done to extend the amount of outstanding teaching in the school.
- Pupils' spiritual, moral and cultural and social development is outstanding. The energy and enthusiasm for a broad and creative curriculum is championed by the headteacher. His strong presence in daily assemblies, classrooms and out of school activities ensures that this is a strength of the school.
- Leaders ensure that good systems are in place to keep all pupils safe. They work effectively with staff from other agencies and carry out all the required checks on staff and visitors.
- Leaders successfully ensure that additional funding, including the pupil premium, and the primary sport funding, is used effectively to narrow gaps in achievement and increase participation and excellence in sport.
- The local authority has supported the school effectively over time but has an understandably 'light touch' because standards in the school are good.
- **The governance of the school:**
  - Governors are highly committed and visit school regularly. As a result they have a good understanding of the quality of teaching and learning, including the arrangements for rewarding good performance. They are particularly aware of the impact of pupil premium and sport funding in the school. They are supportive of the headteacher and are increasingly confident to challenge senior leaders when required. Governors' personal and professional expertise is used to good effect to support their work. All current statutory duties are met including those for safeguarding and employment.

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

- The behaviour of pupils is outstanding. All staff model expectations for behaviour. As a result, pupils' behaviour is excellent both in and out of lessons.
- Pupils start work promptly in lessons because they understand what is expected of them. They show respect to all adults throughout school and to one another.
- Pupils told inspectors they are "never afraid to make mistakes" because as long they always do their best, they know that teachers and teaching assistants will always help them.
- All staff teams share concern for the welfare of pupils. The special educational needs co-ordinator and learning mentor lead effective partnerships working with health, welfare and educational psychologists. This ensures that all pupils make good progress in their learning.
- Pupils talk about their school and teachers with enthusiasm and pride. They recognise one another's talents and one year four girl was eager to tell me that her friend was "a brilliant speller – in fact a walking dictionary!"
- Pupils' attitudes and behaviour make an exceptional contribution to progress because they are so well focused on learning.
- Attendance is above average because pupils enjoy coming to school.
- Well established systems at playtimes, ensure that pupils thrive in terms of their overall well-being. The 'friendship stop' and role of 'friendship buddies' make sure that all pupils know what to do if they are worried or want more company. Although pupils feel very cared for by staff they are also aware of their own responsibility in looking after one another and rise to this expectation with confidence and pride.

**Safety**

- The school's work to keep pupils safe and secure is good. Safeguarding processes are rigorous and meet statutory requirements and all staff follow effective policies and procedures.
- Pupils feel safe at school and parents have the highest possible confidence that this is the case.
- Pupils have a clear understanding of different types of bullying and how to stay safe both in and out of school and when on line. They are becoming well prepared for later life and learning.
- Pupils are confident that bullying in school is very rare and that problems are dealt with quickly by staff. There are a variety of well-established and effective ways in which pupils can seek help including class worry boxes, worry clouds and talking to members of the school council.

**The quality of teaching is good**

- Teaching is good across the school because teachers know the pupils well. Parents and carers have high levels of confidence in the quality of teaching at Park House Primary.
- Teachers capture pupils' interest well and motivate them to want to learn. For example, in a Year 4 lesson, pupils took great delight in taking on the role of either 'the defender' or 'attacker' to learn more about the battle of Hastings.
- Teaching is strongest in Key Stage 2. In these classes, planning is consistently ambitious and teachers and teaching assistants use questions well to find out what pupils already know and to challenge their thinking.

- All of the classrooms in the school are well organised and inviting. Pupils' work is displayed with care and creativity. Pupils are enthusiastic and proud to talk about their work and how their skills and knowledge are improving over time.
- Disabled pupils and those with special educational needs make good progress because of good teaching and planning. Teachers and teaching assistants build on pupils strengths and in doing so, enable them to achieve more than was thought possible.
- Reading is taught well across the school. Pupils of all ages read with confidence and understanding. Two Year 6 pupils were proud to tell one of the inspectors that they were chosen for 'lead parts' in a recent school play because they were able to 'read so expressively'.
- Middle leaders, with responsibility for literacy and mathematics have high levels of expertise in their subjects. They work effectively alongside teachers and teaching assistants. This is helping to increase the amount of outstanding teaching in the school and to accelerate progress and attainment in all year groups.
- Improvements in the teaching of writing since the last inspection have had a direct impact upon the progress and attainment of writing of all groups of pupils in both key stages.
- Information and communication technology is used well to support pupils' learning particularly in mathematics. The skills of an experienced and knowledgeable teaching assistant are used to excellent effect in group activities in the school computer suite. These sessions are enabling the most able pupils to excel.
- Teachers mark pupils work regularly but there is inconsistency in practice across the school. Not all teachers make it crystal clear to pupils what they need to do to improve. There are also occasions when pupils do not respond to teachers' comments and as a result, mistakes are repeated.
- In some Key Stage 1 classes, time is sometimes wasted because pupils are doing work which is too easy for them. As a result they are not always challenged sufficiently or make as much progress as they could. During a mathematics lesson one pupil commented that "I could do this at the start of the lesson".

### **The achievement of pupils** is good

- Pupils make good progress in reading, writing and mathematics during their time in Key Stage 1. Attainment in writing has improved over the last three years due to improvements in planning and teaching.
- The proportion of pupils meeting the expected standard in the Year 1 phonics reading check (the sounds that letter make) has risen steadily over the past three years and is consistently above the national average.
- Pupils make good progress, and in a significant number of cases, outstanding progress during their time in Key Stage 2. They typically leave Year 6 with standards in reading, writing and mathematics which are significantly above those expected for their age. This means that they are very well prepared for the next phase of their education.
- More able pupils make good progress from their starting points and this is accelerated during their time in Key Stage 2. This is a result of the high expectations of teachers and well planned support from teaching assistants. In these classes staff use questioning effectively to encourage pupils to think for themselves. The headteacher recognises that there is more to be done to spread this outstanding practice consistently across the school so that more pupils make outstanding progress in Reception and Key Stage 1.
- The school uses its pupil premium effectively and imaginatively to help the small group of pupils, who are

eligible, make good progress and reach standards similar to other pupils.

- By the end of year 6 in 2013, 100% of pupils made expected progress in writing and over 94% in reading and mathematics. The most able pupils make good and in some cases outstanding progress. School data for 2014 indicates that the most able pupils achieved level 6 in maths for the first time in the school. Standards of achievement have been good over time but are becoming even better.
- In all classes there are occasions when teachers do not make sure that pupils respond to their marking corrections. As a result mistakes are repeated and progress is slowed.
- Reading is good. Pupils of all ages and abilities are confident readers because of the well-structured and creative way that it is taught across the school. Even the younger pupils can talk enthusiastically about their favourite authors and illustrators. Pupils were keen to praise the excellent range of fiction and information books which they enjoy reading from the school's impressive library.
- Disabled pupils and those with special educational needs, make good progress from their starting points. Senior leaders ensure that their needs are assessed accurately and their progress is carefully checked. This success is also due to the school's outstanding partnership working with families and other agencies. Parents say they feel extremely well supported by the school.
- The headteacher is determined that all pupils achieve success across the widest possible range of subjects. As a result pupils develop a love of sport, music and the creative arts during their time at Park House. The quality of singing in the school is exceptional. During a typical morning assembly, pupils sang harmonies and parts with tremendous confidence and skill. The primary sport funding is used ambitiously. Each year a group of the most able pupils spend time at the University of Bath to take part in a week of coaching and skills work. On their return to school they take on the role of 'sports ambassadors' and lead sporting activities with other pupils.

### The early years provision

is good

- Children typically start school with knowledge in skills broadly in line with those normally expected for their age apart from speaking and listening where skills are often at an earlier stage of development.
- The majority of children make good progress during their time in the Reception class and are well prepared for their next stage of learning.
- The quality of teaching in the Reception class is good. The atmosphere in the class is friendly and fun and this helps the children settle well within a very short space of time. Staff quickly identify the needs of all children and this gives parents great confidence in the care which their children receive when they first start school.
- The quality of the outdoor environment has dramatically improved since the previous inspection. It is now an exciting place to learn and play. This has resulted in children making more progress across all areas of their development.
- A well balanced range of activities is provided inside and out. There are some instances when planning is not always sharp enough and children spend too much time waiting for their turn in an activity.
- Teachers and teaching assistants make accurate assessments of children's learning. However these observations are not always used to inform planning or to identify next steps for individual children. This sometimes means that children are taking part in activities which are too easy for them.
- The Reception leader is passionate about the importance of this stage in the children's learning. She recognises that although significant improvements have been made, that there is still more work to be done so that more teaching is outstanding and children make even more rapid progress.

## 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>	112606
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	448662

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Dore
<b>Headteacher</b>	Gerard Philbin
<b>Date of previous school inspection</b>	9 February 2010
<b>Telephone number</b>	01246 851185
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