

Parkwall Primary School

Earlstone Crescent, Cadbury Heath, South Gloucestershire BS30 8AA

Inspection dates	8–9 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher is ambitious for the school. He provides a clear vision and high expectations. His unrelenting drive has resulted in rapid improvement since the previous inspection.
- Talented senior leaders' clear guidance and support for teachers have been effective in raising the quality of teaching, learning and assessment in the school.
- Teachers have good subject knowledge. Their successful teaching of basic skills has led to pupils becoming successful readers, writers and mathematicians. In 2015, Year 6 pupils achieved standards in line with the national average in writing.
- The staff team works tirelessly to remove any barriers to learning for pupils. As a result, disadvantaged pupils and those with special educational needs make exceptionally good progress.
- All staff consistently provide the highest quality of care and fully safeguard the pupils' welfare. Pupils say that they feel extremely safe and secure at school.
- Pupils are enthusiastic learners. They are very respectful of their teachers. Pupils' positive attitudes to learning contribute to the good progress they make.
- Pupils' actions demonstrate that they clearly understand the principles of modern British values.
- Pupils are proud of their achievements. They take great pride in their learning. This is reflected in the high quality of handwriting and presentation in their books.
- Governors hold leaders to account well and help to ensure that extra funding is used effectively to raise standards.

It is not yet an outstanding school because

- Not all teachers are rigorous in ensuring that pupils apply their spelling strategies whenever they write.
- The teaching of number in the early years provision is not sufficiently challenging for some pupils.
- Some parents do not feel well informed about the work of the school and what they can do to help their child.
- Levels of attendance, although improving, are still slightly below the national average.

Full report

What does the school need to do to improve further?

- Improve the leadership and management of the school by:
 - strengthening work with parents to ascertain their views and to ensure that they get the information they need to support their children’s learning as fully as possible
 - raising levels of attendance.

- Improve the quality of teaching, learning and assessment by ensuring that:
 - pupils apply the rules of spelling more consistently in all aspects of their learning, not just in their English work
 - teachers in the early years provision set work in number that suitably challenges children and deepens their understanding of mathematical concepts.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, in partnership with the senior leadership team, provides clear direction and determined leadership. The team drives improvements effectively in the school because it is a strong team of dedicated and motivated staff. Together they have established a culture of high expectations and aspirations.
- The leadership team has worked tirelessly since the previous inspection to develop a culture where all staff have high expectations of the standards pupils can achieve. A carefully planned curriculum has supported pupils' acquisition of basic skills. This has led to accelerated progress for all groups of pupils.
- The school's plans for improvement identify the necessary actions to sustain and strengthen the improvement in pupils' attainment and progress. Clear targets and timescales allow governors to check that actions and resources are having the intended impact.
- Senior leaders from across the federation coach and train middle leaders effectively. Their work has led to key improvements in the teaching of reading, writing and mathematics. This has had a direct impact on pupils' achievement. While pupils' achievement in spelling, punctuation and grammar is not as good as it is in mathematics and writing, leaders are taking the right actions to make further improvements. Pupils' 'skills books' demonstrate significant progress since September 2015.
- Leaders have created a highly professional culture of improvement. Checks on teachers' performance are regular and robust. Teachers respond positively to the regular advice and guidance of leaders and this work has led to an acceleration of pupils' progress.
- Senior leaders regularly scrutinise the progress that pupils are making. The rigorous nature of their routine checking and the guidance they provide to teachers is driving up achievement. Where progress is weaker, leaders waste no time in working alongside teachers and providing additional support for pupils, which enables them to catch up and make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is strong. 'Talk topics' in assemblies support pupils in reflecting on worldwide issues such as poverty and conflict. Questions such as, 'What would you say if you have five minutes of a world leader's attention?' provoke thoughtful responses around homelessness, rainforest destruction and the use of taxes to fund weapons. Pupils spoke confidently about what it meant to be 'the change you want to see'.
- There are good opportunities for pupils to engage in debates and they understand how democracy works; for example, through electing pupils for the school council and for other responsibilities in school. They know that everyone should be treated equally and they are well prepared for life in modern Britain. School leaders advocate strong moral principles such as respect, tolerance and compassion and these pervade the school.
- The curriculum is broad and every opportunity is seized to allow pupils to apply their basic skills of reading, writing and mathematics. For example, topic books show children's application of mathematics skills to present graphs and charts. In a lesson on Fairtrade, pupils worked collaboratively on a task. They had to apply mathematical skills to determine costs involved and calculate the profit made.
- The primary sports funding is used well to promote healthy lifestyles and increase participation in sport. The school offers a wide range of clubs for pupils. Pupils spoke enthusiastically about judo and an agility club. Older children are trained as sports ambassadors. They prepare letters and posters about events and help to organise clubs and competitive sports fixtures across a group of schools.
- Senior leaders direct the use of additional government funds so that everyone has an equal chance to achieve their potential. Leaders are alerted to any barriers that lead to pupils' progress stalling. Breakfast club has supported pupils in having a good start to the day and being ready to learn. In 2015, the progress of disadvantaged pupils was better than that of other pupils nationally.
- External support from the local authority has been well received by school leaders. Effective governor training and support have resulted in governors providing a greater level of challenge to senior leaders.
- The vast majority of parents to whom inspectors spoke were positive about the school. They say that their children are happy and safe in school. However, a very small minority of the few parents who responded to the online questionnaire, Parent View, expressed concerns that they are not happy with the school's work.

■ The governance of the school

- Governors know the school well. This is helping governors to ask searching questions of leaders to maintain the pace of improvement.
 - They have undertaken extensive training so that they have the necessary skills to be effective. Good use was made of a skills audit in preparation for the recruitment of new governors. Senior leaders provide a thorough induction process. This supports governors' sharp and accurate understanding of the quality of teaching, learning and assessment and enables them to hold leaders to account.
 - Governors have a good oversight of the school's budget and prioritise spending with careful consideration of how pupils will benefit. They regularly check that pupil premium funding is making a difference to pupils' achievement.
- The arrangements for safeguarding are meticulous and consistently well implemented by all staff.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the previous inspection. This has resulted in pupils making greater rates of progress in reading, writing and mathematics. In 2015, there were improvements in all key stages compared with the previous two years.
- Teachers plan lessons well. As a result, pupils are focused and understand what they need to do to improve. Pupils eagerly accept advice and show great determination to succeed.
- Teaching assistants make a valuable contribution to the work of the school. They are deployed very effectively when supporting in lessons and when supporting individuals or small groups.
- Pupils with special educational needs are well supported by teachers and by teaching assistants. Teachers plan work at the appropriate level to move learning on, whatever the individual's starting point.
- Teachers are highly effective at identifying where pupils may have misconceptions. Good questioning and redirecting of learning ensure that no time is wasted.
- The school's curriculum is firmly based on the idea that communication through speech and writing is an essential skill. Recent work in developing pupils' oracy is supporting their confidence and ability to write. This work has supported the improved standards in writing across the school.
- Pupils' books show a wide range of writing for different purposes. Pupils say that they enjoy writing and often mention writing as their proudest achievement. Teachers are adept at planning interesting topics that provide ample opportunities for pupils to apply and develop their writing skills.
- The school's handwriting policy is rigorously adhered to from the Reception class to Year 6. Teachers have the highest of expectations for handwriting and presentation across the school and are rewarded with exceptional outcomes in this area.
- The strong emphasis on the teaching of reading has resulted in the rate of progress being faster than in other subjects. Pupils from all starting points make good progress. The impact of strong phonics (letters and the sounds they make) teaching in the early years and Year 1 can now be seen throughout the school in improved standards. Reading assistants are trained well and support pupils' next steps with reading.
- The teaching of mathematics has improved since the previous inspection. It is weakest in the early years provision, where teachers do not routinely provide enough challenge for some children. Activities often rehearse but do not deepen children's understanding of concepts. When this happens, progress is stalled.
- There have been significant improvements recently in the teaching of spelling, punctuation and grammar. Phonics sessions have improved boys' spelling. Pupils' books reflect a considerable emphasis on spelling rules and grammar. Teachers have ensured that pupils employ this new learning to their writing in English books. Occasionally, the same level of rigour in spelling is not transferred to 'topic writing'.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding and a strength of the school. The nurturing and inclusive nature of the school enables pupils to feel extremely safe and very happy.

- Staff care greatly about pupils' achievement and personal development. Governors have ensured the effective use of resources to promote personal development and well-being. The school employs and has developed a team of professionals which includes a school welfare officer and a counsellor. These members of staff work in liaison with teachers. As a result, all pupils, regardless of background and starting points, feel safe and valued and they achieve well.
- There is a consistent approach across the school to values and learning behaviours. Teachers' careful planning of lessons supports pupils' development in persevering with tasks, even if they are challenging. This work is enabling pupils to believe in themselves and work hard; as a result, many are achieving rapid rates of progress.
- Leaders ensure that all safeguarding procedures and policies to keep children safe are implemented fully, including carrying out appropriate checks on staff.
- Pupils have a well-developed understanding of a wide range of risks. For example, they have a very good grasp of e-safety and can explain the potential danger of communicating with strangers online.
- Pupils have developed positive relationships with peers and adults. The school is an orderly environment, conducive to learning. Pupils demonstrate great pride in their achievements and are willing learners, eager to improve regardless of their backgrounds and starting points.

Behaviour

- The behaviour of pupils is good. There is a culture of respect and tolerance which pupils understand and appreciate.
- Pupils demonstrate an enjoyment of learning and respect for teachers and other adults in the school. They apply themselves well and cooperate effectively in paired and group tasks. They use learning walls and help each other before seeking help from a teacher.
- Play- and lunchtimes are well supervised and pupils play safely and happily together.
- Pupils say that bullying does not happen. They say that bullying is not tolerated and that teachers deal with any 'falling out' quickly. Carefully maintained records and logs show a marked reduction in incidents of poor behaviour.
- Pupils say that they enjoy coming to school. Attendance has improved considerably and is now close to the national average.

Outcomes for pupils

are good

- Standards of achievement have improved across all key stages since the previous inspection.
- Historically, from starting points that are well below that typical for their age, children in the early years provision make good progress.
- For the last two years, the proportion of pupils achieving the expected standard in the Year 1 phonics checks have exceeded the national average.
- Year 6 test results in 2015 were in line with national averages and represent an improvement on the previous year. However, there were gaps between the achievement of boys and girls. Leaders have been resolute and successful in tackling this issue. Changes to curriculum provision, improvements in the quality of teaching and well-focused interventions have supported boys in making better progress; the gap is closing rapidly.
- Progress measures for 2015 also show an improvement from the previous year. The same measure for disadvantaged pupils was higher than for other pupils nationally. This is indicative of the improvements in the quality of teaching, learning and assessment and carefully targeted support that is helping pupils to catch up and keep up.
- Pupils who have special educational needs or disability often make accelerated progress from their low starting points. Very effective leadership in this area ensures that pupils' needs are identified early and appropriate support is put in place.
- Too few pupils achieved higher than Level 4 in the 2015 tests, showing that the most-able pupils have not received enough challenge and support. Similarly, too few pupils achieved the highest Level 3 at Key Stage 1. This is changing. The most-able pupils throughout the school are now making good progress. They are receiving the support and challenge they need. Work in pupils' books lends confidence to this evaluation.

- Pupils speak enthusiastically about their learning in science. Their books demonstrate significant gains in their knowledge, skills and understanding. Pupils are challenged to extend their thinking. Work in books is comprehensive. Investigations such as, 'Who can make the biggest bubble using glycerine and fairy liquid?' demonstrate pupils' well-honed skills of working systematically. Pupils' meticulous presentation of method and results reflects the pride they take in their learning.
- At Key Stage 2, pupils' achievement in spelling, punctuation and grammar has been lower than in reading, writing and mathematics. Work in books reflects improvement in this aspect, although occasionally pupils do not apply their knowledge of spelling rules when writing in their topic books.
- Children in the early years provision make less progress in number than in other areas of learning. This is because teachers do not always provide enough challenge and activities do not deepen their understanding.

Early years provision

is good

- Children make a good start to their learning in the school's nurturing early years environment. Home visits and a well-planned induction have been effective in ensuring that children have a smooth start to school. Children love attending school.
- The school has correctly identified speaking and personal, social and emotional aspects of learning as key areas to develop in the early stages. Many children join the school with a level of skills well below that typical for their age. Children progress well and are well prepared for the next stage of their education in Year 1.
- Children make particularly good progress in the areas of writing and personal, social and emotional development. This is because all adults have a good knowledge of the children. Adults model language effectively and every opportunity is seized to develop the children's language and social skills.
- Historically, boys have not made the same progress as the girls in the early years provision. The gap is closing over time. The interventions that the school puts in place to support boys' learning are effective. Plans to work closely with the new pre-school are set to support further improvement in identifying needs even earlier.
- Good leadership has ensured that safeguarding is effective. Staff receive regular training updates about keeping children safe. They speak knowledgeably about the procedures that they follow in reporting concerns. Children know how to keep safe. When threading breakfast hoops onto sticks, the children told the inspector, 'You can't eat them. We have been touching them. Germs might give you a poorly tummy'.
- Teaching and planned activities motivate the children. The well-organised indoor and outdoor environments provide safe places for children to learn and explore. Children generally behave well. Adults are particularly effective in affirming kind behaviour and good learning styles. Comments such as, 'Well done, I can see you are practising your Percy perseverance' help children to concentrate and not give up. When another child accidentally knocked down a little boy's construction, the teacher offered reassurance saying, 'That's okay – let's use our stickability to build it up again. We can help each other'.
- Carefully tailored provision is made for the children who have special educational needs or disability. Teachers work closely with other agencies to ensure that any barriers to learning are minimised. The school's speech therapist and welfare officer work closely with teachers and families to ensure that children get the help they need. This early identification is helping children with very low starting points to make good progress. They enjoy learning and have a positive experience in school.
- Disadvantaged children achieve better than their classmates. The additional funding is used effectively to provide one-to-one and small-group support. This enables children to thrive in self-confidence and self-awareness.
- The teaching of phonics and writing is a strength in the early years provision. Children make good progress. All pupils acquire basic phonics knowledge and skills. The most-able children are provided with appropriate challenge. This has resulted in their good progress in writing. They are able to write several sentences independently with plausible spellings.
- Records of children's learning show predominantly good progress over time. The development of the outdoor area and provision has enabled children to achieve higher standards in many aspects including moving and handling. Progress in number is less marked than in other areas of learning. Teachers do not always provide sufficient challenge in number work. For a few children, this hampers their conceptual development in number.

- Parents and carers speak positively about their child settling quickly to school. The school has rightly identified that increasing the engagement of parents in their child's learning would be beneficial.

School details

Unique reference number	109020
Local authority	South Gloucestershire
Inspection number	10009215

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Pamela Casbon
Headteacher	Mark Dee
Telephone number	01454 867114
Website	parkwallprimaryschool.co.uk
Email address	parkwallprimary@sgmail.org.uk
Date of previous inspection	27–28 February 2014

Information about this school

- Parkwall Primary School is smaller than the average-sized primary school. It is federated with Park Primary. The two schools form The Park and Parkwall Schools Federation. The executive headteacher leads, and a single governing body serves, both schools.
- The vast majority of pupils come from White British backgrounds.
- The proportion of pupils who require special educational needs support is average and the proportion of those who have a special educational needs statement or an education, health and care plan or disability is above average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- There is a before-school club managed by the school which formed part of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

Information about this inspection

- Inspectors observed learning in all year groups and classes. A number of short visits to classrooms were made to look at pupils' work in their books and the range of activities on offer to pupils. The lead inspector jointly observed learning with one of the deputy headteachers. Inspectors also observed two assemblies, breakfast club, lunch- and playtimes and the arrival and departure of pupils at the beginning and end of the school day.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- Inspectors met with a large group of parents and took into account seven responses to Parent View, Ofsted's confidential online survey.
- Inspectors also met with a group of pupils and heard a further group read. They spoke to pupils on the playground and in lessons.
- Inspectors spoke to a group of subject leaders.
- Inspectors looked at a range of documentation, including senior leaders' areas for improvement, information on pupils' progress and records relating to attendance, safety and welfare.

Inspection team

Tracy Hannon, lead inspector

Ofsted Inspector

Ken Bryan, team inspector

Ofsted Inspector

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