



The Park Primary School

Inspection Report

Unique Reference Number 109017
LEA South Gloucestershire
Inspection number 278104
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Laurie Lewin AI

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

Type of school	Primary	School address	Hollow Road
School category	Community		Bristol
Age range of pupils	4 to 11		BS15 9TP
Gender of pupils	Mixed	Telephone number	01454 866536
Number on roll	518	Fax number	01454 866545
Appropriate authority	The governing body	Chair of governors	Mrs Hillary Nicholas
Date of previous inspection	3 July 2000	Headteacher	Mr Mark Dee

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school set in an area where there is significant social deprivation. Most pupils are White British. A few are from a mixture of other ethnic backgrounds and some of them speak English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, which is improving as a result of sound leadership and management. Satisfactory provision helps children to make sound progress in the reception classes, but their attainment remains below the expected levels when they start Year 1. Pupils also make sound progress across the rest of the school as a result of satisfactory teaching, but standards are still slightly below average by the time they leave. Successful initiatives to sharpen up aspects of teaching mathematics and writing have resulted in standards and pupils' achievement making a marked improvement over the last two years. However, achievement in these subjects, particularly for more able pupils is still not good enough. Pupils with learning difficulties and disabilities make good progress as a result of strong support. Good provision for caring, supporting and guiding pupils ensures they show good personal development and behave well. Since his appointment two years ago the headteacher has created a strong leadership team and an atmosphere in which staff work well together. As a result, the school has the potential to accelerate improvement in the future. Its accurate evaluation of current performance means that it has a clear understanding of what works well and where development is needed. The school currently provides satisfactory value for money.

What the school should do to improve further

- Improve the teaching of calculations and problem solving in mathematics and provide more opportunities to extend pupils' writing skills in different subjects to raise standards further.
- Ensure that teachers consistently provide opportunities to extend the higher-attaining pupils in writing and mathematics in order to improve the progress of these individuals. The school has already put good quality initiatives in place to address the areas listed above.

Achievement and standards

Grade: 3

Achievement is satisfactory. Children start school showing attainment that is below the expected levels. Although they make sound overall progress in the reception class in all areas of learning, standards remain below the expected levels by the time they start Year 1. By the end of Year 2, standards are also below average and slightly below average by the end of Year 6. Pupils make sound progress overall, but with improving achievement working its way through the year groups it is likely that standards will continue to rise. Throughout the school, achievement and standards are weakest in writing and mathematics. The school has rightly identified the need to sharpen up pupils' calculation and problem-solving skills in mathematics and to give them more chances to extend their writing skills in subjects apart from English. More able pupils in particular do not always make enough progress in writing and mathematics because the work is not always challenging enough for them. Pupils with learning difficulties and disabilities make good progress and those who speak English as an additional

language make sound progress. The school sets challenging targets for Year 6 pupils' performance and reaches these targets in English but not in mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their spiritual, moral and social development is good and results in them behaving well and enjoying school. In one whole-school assembly seen, behaviour was outstanding. Pupils' attendance is satisfactory. They have a positive and confident approach as a result of the strong encouragement given to them by staff and because of the good relationships they form with each other and adults. This results in a calm and purposeful atmosphere throughout the school. Through the responsibilities they are given, pupils develop a strong sense of community. For example, older pupils very effectively support younger ones and the school council works well to help bring about changes for the better. Although cultural development is satisfactory, the school is rightly aware of the need to broaden pupils' understanding of how people from other ethnic backgrounds live. Pupils have a good sense of how to stay healthy and fit. They feel safe and secure. A combination of good social skills and improving skills in basic literacy, numeracy and information and communication technology (ICT) gives them a sound preparation for future life.

Quality of provision

Teaching and learning

Grade: 3

Overall, teaching and learning are satisfactory. Much good teaching was seen during the inspection. Through training and rigorous performance management coupled with good use of assessment information, the school has successfully improved teaching over the last two years. Teachers establish good relationships, manage behaviour well and make good use of resources to motivate pupils. The leadership and management are rightly seeking to share the good practice now evident in some classes to ensure that consistently good teaching occurs throughout the school. Through this approach, the current focus on improving learning in writing and mathematics is starting to bear fruit, but needs a sustained effort to ensure that all pupils meet their full potential. Pupils like their teachers and told inspectors, 'Our teachers are strict... but that's good... they are also kind and try to help us... sometimes they are funny and make us laugh!' Teaching assistants work well and play a significant role within the good programmes for supporting pupils with learning difficulties and disabilities. Satisfactory teaching in the reception classes ensures children settle in at school happily and make sound progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There are some areas of strength, such as the provision for art and design and good use of ICT to support learning across the curriculum. However, not enough emphasis is placed within curriculum planning on ensuring that more able pupils always have work that challenges them in writing and mathematics. There is a good emphasis throughout the school on developing pupils' personal and social skills. The curriculum makes a good contribution to ensuring that pupils understand how to stay fit and healthy. There is a good range of outings, residential visits and clubs that pupils much appreciate. Reception children are provided with a sound range of activities, but not enough use is made of the outdoor area and its play facilities to boost their physical development. Throughout the school, pupils' learning is enhanced by the very good quality displays of their work.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The welfare of the pupils is at the heart of the school's work, and adults ensure that there is effective pastoral care. In this respect, there is a good focus on ensuring that every child matters. Pupils are confident that they have an adult to turn to if they are worried. Child protection procedures are good, and staff are alert to signs that any pupil might be distressed or anxious. Staff ensure that pupils work in a safe, secure and clean environment. Teachers' marking of pupils' work is good and often provides comprehensive advice and lots of encouragement. Pupils also have targets for improving their work, but these do not always give individuals a clear enough idea about what they need to do to make their work better.

Leadership and management

Grade: 3

Leadership and management are satisfactory. During his two years at the school, the headteacher has worked well to establish a strong senior leadership team. Working closely with them, he has set in motion a good range of improvement initiatives. This has already steered things away from a position where pupils' achievement was low and the school was running a deficit budget. The finances are now secure and teaching and pupils' achievement have improved. The headteacher has created an atmosphere in the school where expectations are rising, and staff are keen to work together to achieve these. He has established strong links with all other partner organisations. There is a clear vision for the future of the school. Governors carry out their roles satisfactorily. They are well informed about the school's strengths and weaknesses and have done good work alongside the headteacher to put the school finances back on track. While the school accurately evaluates its performance, it rightly recognises the need to further involve governors and parents in this process.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school inspection. We especially enjoyed hearing about the activities you said you enjoyed. We were impressed by the things we saw and here are some of them:

You show good attitudes to working hard in lessons.

Your behaviour is good and your school is a very friendly place.

You like your teachers and headteacher and all of the adults who work with you. You told us that teachers work hard to make activities interesting and all staff help and encourage you. We agree.

You appreciate all of the extra, interesting activities that the school provides for you.

We think the school takes care of you well.

We were impressed to see how knowledgeable you are about the need to eat healthy foods and stay fit.

We think that your headteacher does a good job of organising the school, helping everybody to work together and helping you all to become successful.

To make sure things keep getting better in the future, we have asked the teachers to improve the way calculations and problem solving are taught in maths lessons. We have also asked them to give you more opportunities to extend your writing skills in the different subjects that you study. Lastly, we have said that there should sometimes be more challenging work set for those of you who are particularly good at writing and maths.

Thank you again for being so helpful and friendly when we came to see you.