



Park Community Primary School

Inspection Report

Unique Reference Number 120501
LEA LINCOLNSHIRE LEA
Inspection number 280828
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mr. John Brennan AI

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

Type of school	Primary	School address	Robin Hoods Walk
School category	Community		PE21 9LQ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01205368805
Number on roll	213	Fax number	01205361826
Appropriate authority	The governing body	Chair of governors	Mr. Ernie Napier
Date of previous inspection	5 June 2000	Headteacher	Mr. Tony Pygott

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils who attend this averaged sized school come from a wide range of socio-economic backgrounds. Children's abilities on entry to school are a little below the average. The percentage of pupils entitled to free school meals is broadly average but is increasing. In recent times there has been a significant increase in migrant families joining the school, mainly from Europe. The number of pupils joining school other than at the usual times has risen and is such that mobility rates are now above average. The percentage of pupils at the early stages of learning English is also above average. The percentage of pupils with learning difficulties and other disabilities is a little above average. A significant proportion of these pupils has emotional and behavioural needs. There has been a high turnover of staff in recent times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to teaching and in learning and in the achievement of pupils in Years 3 and 4 and in mathematics. The school is honest in its appraisal that pupils have not been achieving well enough but judges itself as a satisfactory school. However, inspectors judge this to be an ineffective school that is currently not giving satisfactory value for money. Some long term weaknesses, for example in the behaviour of pupils and low standards in English, have been dealt with well. The school is targeting the right areas and is improving. The school has demonstrated the capacity to improve. There is effective provision for the infants, but success is proving more elusive in the juniors. Provision in the Foundation Stage is good. Children in Reception are well taught and achieve well to reach expected standards. Teaching is also good in Years 1 and 2 where standards are a little above average. Pupils in the juniors and especially in Years 3 and 4, underachieve because teaching is still not strong enough. By the time pupils leave the school, standards are broadly average but pupils have not made the progress of which they are capable, especially in mathematics. Some areas of the school are well led, notably in the infants, in literacy and in providing for pupils who have behavioural needs. However, the composition of the leadership team is not well thought out and leadership of the juniors and of numeracy has not been settled or vigorous enough. Whilst most parents are satisfied with the school, a substantial minority raise concerns. They have legitimate cause for concern over the way the school communicates and consults with them. Parents were also concerned about behaviour. Exclusions have been high in the past but thanks to the hard work of the behaviour team they have declined noticeably. Attitudes and behaviour have improved and are satisfactory overall. The school has responded positively to the increase in pupils from differing backgrounds. They make a good start to school. The curriculum and standards of care are satisfactory. Swift help is given to pupils in need of extra help because long standing problems with assessment have been solved.

What the school should do to improve further

- Urgently improve the quality of teaching and learning and increase the rate of pupils' progress in the juniors, especially in Years 3 and 4 and in mathematics. - Improve the composition of the leadership team and the effectiveness of leadership in the juniors and for numeracy. - Consult more widely with parents and communicate with them more effectively.

Achievement and standards

Grade: 4

Standards are about average in English and science and are below average in mathematics. Although standards are average, achievement is inadequate, a point the school notes for itself. Pupils are not as academically prepared as they might be for the next stage of their education. This is because pupils in the juniors do not make good enough progress to attain the standards of which they are capable. Children in Reception are well taught and make good progress to reach expected standards by the time they start Year 1. Teaching continues to be good through Years 1 and 2 because the leader for this part of the school galvanises the efforts of staff and expects a lot from pupils. Standards have risen and last year were just above average overall and solidly above average in writing. Frequent changes to staffing and weaker leadership in the juniors mean pupil progress is not maintained. The trend of results in Year 6 is variable but underachievement is a constant feature. There is too little good teaching and it is too weak in Years 3 and 4 to secure adequate progress. This is confirmed by the school's own data. There are some improvements with the school now meeting its challenging targets for English; the subject is well taught in Years 5 and 6. However, the school is falling well short of its targets in mathematics. From a low base, standards in science have improved year-on-year and are now average because a subject specialist teaches and plans the work for several year groups. Good initial support means that pupils who are at the early stages of learning English make rapid progress when they first join the school. However, as they become more fluent, and subject to the same variable quality of provision as their peers, achievement mirrors the uneven pattern found elsewhere. Pupils who have learning difficulties and disabilities receive appropriate support in class and make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. A growing number of pupils enjoy school. Attendance rates, whilst still below average, are rising. Behaviour is satisfactory. The number of exclusions has dropped sharply because of effective alternatives such as sensitive personal counselling for pupils. Pupils, particularly those in Years 5 and 6, benefit from the numerous opportunities they are given for leadership. The school council however, does not meet regularly enough for pupils to exercise a strong voice in the school. Pupils' roles in befriending unsettled pupils at the 'friendship stop' demonstrate their continuing social and moral development. Pupils from different backgrounds get on well with each other, but the school is yet to make best use of the growing ethnic diversity of the school to foster a deep understanding of the cultures of others. Pupils say they feel safe in school and that bullying issues are dealt with quickly and thoroughly. They understand the need for healthy lifestyles and are now offered more healthy eating options as well as regular exercise. The pupils like playtimes, especially when the play equipment is available; however, this is not always the case. Pupils' spiritual development is satisfactory and is aided by increased

opportunities for pupils to be reflective in writing and to consider their own personal qualities and how they might improve as people.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate overall. Teaching is good and sometimes outstanding in the Foundation Stage and in Years 1 and 2, but there is too little good teaching in the juniors and there is some inadequate teaching in Years 3 and 4. Improved assessment helps teachers identify the next steps in learning. These are set out clearly in planning in a way that gives a sense of purpose to teaching. However, in too many lessons in the juniors, work set is often too hard for some pupils and too easy for others. In the infants, teachers understand pupils' needs and are adept at weaving key targets into engaging tasks suited to pupils of all abilities; they are therefore able to set work that is challenging and interesting. Pupils in Year 2 worked with enthusiasm in a lesson creating graphs of their favourite ice creams. Tasks are often more mundane in the juniors. Too much of what pupils do in mathematics in Year 3; for example, consists of routine worksheets. This results in some shoddy work. When asked to write with purpose and invention, as is the case in the upper juniors, pupils respond with enthusiasm and care. Whilst pupils through the school know key targets, marking does not consistently encourage them in their efforts to meet them. Pupils in Year 2 are strongly encouraged to think and explain and, as all are engaged, they set about work confidently. Sharp questioning encourages this process. In some lessons in the juniors, teachers talk for too long and pupils become sluggish. Subsequent work is not always understood or completed well enough. Teaching assistants also have too little to do when teachers talk for too long, their lack of productivity contrasting with the energetic and valued help they give pupils during group work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Suitable emphasis is given to English, mathematics and ICT. Children in Reception and those in Year 1, who are taught alongside them, benefit from a lively curriculum that achieves a good balance between child and adult led activities. Themes in subjects such as history are often taught to more than one year group, but insufficient thought is given to making the work harder from one year to the next. Work; for example, in history and geography in Years 3 and 4, is often short of interest, does not build from one year to the next and does too little to foster the development of key skills. The curriculum for pupils' personal development is thorough and, in a forward looking move, now includes aspects of emotional health. The use of a specialist teacher for art is working well and has lifted the quality of work. Pupils go on a satisfactory range of trips and have access to a good range of clubs.

Care, guidance and support

Grade: 3

Standards of care are satisfactory. Health and safety procedures are in place but up-to-date training in child protection is incomplete. The daily care shown to pupils is generally good, routines have been tightened steadily but leadership in this area needs to be more proactive. Staff swiftly identify pupils who have particular needs. However, help for pupils who have learning needs is not as prevalent as it is for those who need it for behaviour. The highly effective behaviour team helps pupils overcome a range of difficulties so that they are able to learn. This includes a sensitive preparation for secondary school, which includes simulating different situations pupils may face.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory. Many of the shortcomings noted in a review of the school that took place shortly after the headteacher was appointed some three years ago have been overcome. The school's self-evaluation accurately identifies the main areas of weakness and the reasons for them. Improvement plans are clear but the ability of staff to implement them is still too variable. Some areas of the school are well led. The literacy coordinator has been influential in improving standards in writing but efforts to improve numeracy have not been as widespread or as successful because leadership has changed hands too often. The school's involvement in an intensive support programme from the local authority means that pupils' progress is now more closely tracked, gaps in learning are identified and extra help is more swiftly given. However, weaknesses are still to be found in the composition and the workings of the leadership team. Some team members, notably the senior leader for the infants, have a good grip on teaching and learning. High expectations are set for staff and pupils and a good sense of common purpose generated. In addition the behaviour team has taken very effective steps to improve behaviour and attendance. However, along with the leader for pupils who have learning needs, the 'voice' of the behaviour team is not a strong part of the leadership team. This means that, although leadership for pupils who have particular needs is good, leaders often work in isolation. This makes it difficult to generate a strong sense of team throughout the school. The school has found it hard to appoint a leader for the juniors and not enough has been done by the headteacher to ensure that this area of the school works well enough through a period of staffing instability. Monitoring in the juniors has not been effective in ensuring consistency of practice and, although there are signs of improvement in Years 5 and 6 in particular, change has been slow to take place. Although the school enjoys the confidence of most parents, a sizable proportion rightly express concerns about how the school consults with them and of the mixed use of homework diaries. Governors are aware of the views of parents but are yet to act on them. Governors are supportive of the school, have a realistic view of how well it is doing and are now holding the school to account for its performance

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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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	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?	3	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	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	No
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

Thank you for welcoming us to your school and for being so helpful and friendly. We really enjoyed our visit and want to share with you what we thought about your school. The headteacher and staff are working hard to make your school as good as it can be. You play your part as well although we did feel the staff should help the school council meet more often. We were really impressed with the way adults in the school spend time talking to you about how best to behave and work. We saw how well this was working. More and more of you are behaving well and playing together well at playtimes and many of you enjoy school and attend every day. We particularly enjoyed our time in the infants and saw how well you all do there. We think this is because you are given work that makes you think and which is interesting. We think that children in the juniors should be given work that also makes them think and which they find interesting to do. We saw that work was too hard for some of you and too easy for others in the juniors. We noticed this more in mathematics than in English. This doesn't help you do as well as you can. We have asked the headteacher to bring all the staff together and find out what is working well and what needs to work better in all parts of the school. We have asked him to make sure that he concentrates his effort on the juniors so that you can do as well as you can. We have also asked the school to talk and write to your parents more so that the school knows how they feel and can keep them up to date about what is going on, especially about homework.