



Park Grove Primary School

Inspection Report

Unique Reference Number 121280
LEA York
Inspection number 280971
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

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

Type of school	Primary	School address	Park Grove
School category	Community		York
Age range of pupils	5 to 11		City of York YO31 8LG
Gender of pupils	Mixed	Telephone number	01904 659 727
Number on roll	227	Fax number	01904 659 727
Appropriate authority	The governing body	Chair of governors	Mr C Wood
Date of previous inspection	6 June 2000	Headteacher	Mr A Calverley

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This inner-city school is average in size and draws its pupils from quite a wide area in York. Attainment on entry is broadly average as is the proportion of pupils identified as having learning difficulties and/or disabilities. The proportion of pupils eligible for free school meals is below average. The number of pupils learning English as an additional language is low. Since the last inspection there have been significant changes in staffing. The school has held the Artsmark Gold Award since 2002 and gained the Basic Skills Quality Mark in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education for all its pupils and gives good value for money. From a broadly average point on entry to school pupils attain above average standards by the end of Year 6. Pupils achieve well especially in speaking and listening. A relative weakness is in pupils' ability and confidence in writing. They make satisfactory progress in writing although they do not reach the higher levels attained in other subjects. Pupils learn well because the quality of teaching, learning and the enriched curriculum are of good quality. Provision in the Reception class is good and pupils make good progress.

Arrangements for pupils' care, guidance and support are good because the school puts pupils' well-being at its heart. This results in good personal development and excellent relationships. Although the school is working with families to promote better attendance, it still is below average. Relationships with parents are strong. Parents are pleased with the 'sense of trust and enthusiasm for learning' which the school engenders together with the 'confidence and sense of community and belonging' which prepares pupils well for the future. The way in which pupils contribute to the community is outstanding.

The school knows itself well but is too modest about its achievements. It sets high standards and is buzzing with endeavour to be even better than it is. The good leadership and management at all levels and the successful teamwork bring about success in implementing strategies to improve standards. As a result good progress has been made since the last inspection and the school has the capacity to continue improving.

What the school should do to improve further

The school's own evaluation has rightly highlighted a need to focus on:

- improving the standards in writing;
- improving pupils' attendance.

Achievement and standards

Grade: 2

Pupils make good progress because of the good teaching and the enriched curriculum. They get off to a good start and by the end of the Reception year, a good proportion are on course to reach the early learning goals for pupils of this age, except in writing. Good progress throughout the school means that by the end of Year 6 pupils attain standards that are above average: a good proportion reach standards higher than typically expected for their age. Pupils meet the challenging targets set for them. A gap between the attainment of girls and boys has narrowed although boys attain less well than girls in writing. Generally writing levels are comparatively lower than other aspects of English; indeed they are lower on entry to the Reception class so pupils have more gains to make than in other aspects of learning. Steps are being taken to

improve the pupils' attitudes and skills in writing. Pupils are particularly confident speakers and listen well. All groups of pupils achieve as well as others: particular needs are identified early and good support provided, which helps pupils achieve well academically and also strongly raises their self-esteem and self-worth. Pupils who have special gifts or talents make good progress in the acquisition of basic skills. They have satisfactory opportunities to apply their learning.

Personal development and well-being

Grade: 2

The pupils' personal development is good; they enjoy school and their self confidence blossoms. They develop a good understanding of the richness and diversity of world cultures, respect for others and the difference between right and wrong. School rules are clear and the system of rewards motivates pupils well; they behave well around school and are courteous and friendly towards visitors. Pupils respect their teachers, want to please them, and have an outstanding rapport with adults. Pupils understand that they are at school to learn. As a result they attain the skills required for the world of work. Attendance has dropped below average, however, because the school and families are not as proactive in improving attendance as they are in raising standards.

Teachers ensure that pupils work safely and they promote pupils' healthy lifestyles. Pupils' involvement in 'Crucial Crew' supports this well. A very good programme of sporting activities encourages a positive attitude to exercise.

Pupils contribute outstandingly to school life through, for example, an effective school management committee. They learn to listen to others and to discuss a point constructively. They recently collected reward tokens for additional playground equipment which provided the opportunity to work well as a team. Older pupils take responsibility and develop their social skills and relationships well through being 'Problem Busters'.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and underpinned by effective assessment. This includes opportunities for pupils to assess independently how well they have done. However, marking is inconsistent between classes and subjects and does not yet fully inform pupils of how to improve. Excellent relationships and high expectations are a mark of all the teaching. Pupils respond well and learn at a good rate. They are given many opportunities to think hard and be creative and get a good sense of satisfaction from their learning. They like being chosen as the 'star of the day'. One pupil explained he had 'worked his cotton socks off' and tried his best in every lesson to attain the coveted daily class award. The drive to improve pupils' writing is evident in the lesson planning and teaching. It is bringing about a sea-change in pupils' attitudes to writing but still has some way to go to make sure that the pupils' good

skills at speaking are reflected in their writing. Teachers plan work that is well matched to pupils' needs. They deploy teaching assistants effectively to maximize the learning of groups of pupils. Teaching assistants make a very good contribution to the pupils' learning in art and design because of their good knowledge of the subject.

Curriculum and other activities

Grade: 2

The curriculum is good. It fulfils requirements and is creatively designed to meet the needs of all pupils, including those with learning difficulties and/or disabilities and those learning English as an additional language. It also affords opportunities for the gifted and talented but they are not as sufficiently well planned as other arrangements. The curriculum in the Foundation Stage is good. The school has attained the Basic Skills Quality Mark which shows basic skills are well planned. A good programme of personal, social and health education has a clear emphasis on a safe and healthy lifestyle. The school has recently reviewed the way in which the curriculum is planned and links across subjects are developing well. The school has a strong commitment to the arts and has held the Gold Artsmark since 2002. Themed weeks, for example in science, occur regularly and good links with St John's College, York means a full range of activities are provided for the pupils. There is a residential opportunity for pupils in Year 6 and a good number of clubs and activities involving specialist coaches after school.

Care, guidance and support

Grade: 2

Inspectors agree with the school's evaluation that provision is good. Outstanding relationships ensure that all pupils feel safe and that there is someone to turn to if they need help. The school has clear rules for the pupils to follow. Behaviour is closely monitored; any incidents of bullying are dealt with firmly and effectively. The recent exclusions reflect the schools' commitment to high standards of respect. Pupils with learning difficulties and/or disabilities are well supported by individual education plans. Policies on child protection are thorough and procedures secure. Arrangements for first aid and assessments of risk are good. There is a strong caring ethos, which is evident in all aspects of the school's work.

Well trained teaching assistants provide good support for pupils with learning difficulties and/or disabilities. However, pupils are over-reliant on adults to know the next step in learning because there is inconsistency in the use of individual targets. The induction procedures for pupils transferring to secondary school are good.

Leadership and management

Grade: 2

Leadership and management are good. They build upon outstanding relationships to ensure that standards rise, that the curriculum is well balanced and enjoyable and that pupils' personal development is good. Although the school has experienced many

changes in staff, teamwork, at all levels is a distinct strength. The governing body fulfils its duties well. For example, it has recruited staff of good quality to ensure that pupils learn at a good rate. The excellent accommodation is used outstandingly well. The central atrium is a vibrant meeting place for parents to settle their children happily into school and provides ease of access for parents and staff to discuss the pupils' well-being and academic achievements. It promotes the curriculum well and is a show case for pupils' art work although not very much writing is displayed. The pupils' contribution to the community is excellent and promotes social responsibility and citizenship.

Self-evaluation errs on the side of caution because the school has a keen eye on further improvement. The school improvement plan and supporting action plans are well founded. For example, in identifying that standards in writing need to be improved and that attendance is too low. The practice of bringing about improvement is ahead of the quality of written plans but staff are clear of the part they have to play and the work that needs to be done. A whole school approach has been successful in addressing issues from the last inspection demonstrating a capacity to improve. The school has the overwhelming support of parents and a good standing in the community.

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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?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	4	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Thank you for making us so welcome at your school. You told us Park Grove is a good school and we agree.

We found that:

- you make an excellent contribution to the life of the school. We are pleased that you behave well, take good care of each other and get on with others exceedingly well
- adults in school really care for you and look after you well
- the teaching is good and you quickly learn new things; you make excellent use of the school building
- the adults in school work together well in teams. These teams are well led by your headteacher and the other people in charge of the school.

There are two things we have asked your teachers to do to make the school even better:

- firstly, to improve your writing
- secondly, the school and your families need to help each other to make sure that you all attend school regularly so that everyone benefits from the good things the school does for you.