

Parkwall Primary School

Inspection report

| | |
|--------------------------------|-----------------------|
| Unique Reference Number | 109020 |
| Local Authority | South Gloucestershire |
| Inspection number | 288253 |
| Inspection dates | 6–7 March 2007 |
| Reporting inspector | David Mankelow |

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

| | |
|---|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 211 |
| Appropriate authority | The governing body |
| Chair | Ann Reed |
| Headteacher | Carol Warrant |
| Date of previous school inspection | 18 March 2002 |
| School address | Earlstone Crescent Cadbury Heath Bristol BS30 8AA |
| Telephone number | 01454 867114 |
| Fax number | 01454 867116 |

| | |
|--------------------------|----------------|
| Age group | 3–11 |
| Inspection dates | 6–7 March 2007 |
| Inspection number | 288253 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Parkwall is an averaged sized primary school serving an area that is economically disadvantaged. The proportion of pupils entitled to receive free meals is above average, as is the proportion with learning difficulties. Most children enter the Nursery class with skills well below those expected. There has been significant turbulence in staffing at senior level since October 2002. This has now stabilised with a new headteacher appointed in January 2006 and a permanent senior leadership team in place since September 2006 with the appointment of a deputy headteacher.

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, HMCI 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 pupils' achievement and standards.

The overall effectiveness of the education provided by the school is improving but is currently inadequate. Leadership and management are now satisfactory with strengths in the new senior leadership team which is effectively led by the headteacher and is significantly strengthened since the appointment of the new deputy. This team oversees the leadership of English and mathematics. However, the management of other subjects has not been successfully developed and some teachers are not yet working together as a cohesive team to support whole school planning for improvement. The senior leadership team has a clear and accurate view of the school's strengths and weaknesses and is taking appropriate action to overcome identified deficiencies. For example, good strategies have been put in place to support pupils with learning difficulties when they are appropriately withdrawn from lessons.

The quality of teaching and the progress of individual pupils are now effectively monitored. Teachers are held to account for the underachievement of pupils in their classes. Local authority advisers have provided a high level of support in doing this. As a result of these actions, standards and achievement are beginning to improve, confirming that the school has satisfactory capacity to improve further. However, there has been insufficient time for recent improvements to make a significant difference and the achievement of all groups of pupils in Years 1 to 6, particularly in English and mathematics, remains inadequate. Standards are improving but are still exceptionally low. The quality of teaching has improved and is now satisfactory but not consistently good enough to overcome past underachievement. Teachers' planning has improved and pupils now have clear targets so that they know what they need to do in order to improve. However, teachers do not always give pupils work that is sufficiently well matched to their prior attainment and their capabilities. The school is not providing satisfactory value for money because achievement is not yet good enough. Despite this, most parents are content with the school's provision.

The curriculum is satisfactory. Care, guidance and support are sound and result in pupils' satisfactory personal development and well-being. Good links with people like the education welfare officer enhance the support provided for pupils. From their very low starting points children make good progress in the Nursery and Reception classes because provision in these classes is good. Older pupils make a good contribution to the school community, for example, through the 'playground squad' which helps to look after younger pupils at playtimes.

What the school should do to improve further

- Raise pupils' achievement and standards, particularly in English and mathematics.
- Secure more consistently good teaching by ensuring that work is appropriately matched to pupils' capabilities.
- Successfully engage all staff in the process of planning for improvement.

Achievement and standards

Grade: 4

Children do well in the Nursery and Reception classes but standards are still below expectations as they move into Year 1. This is especially so for their personal, social and emotional development.

In Years 1 to 6 achievement, whilst improving, remains inadequate and standards are exceptionally low. The school's challenging targets for Year 6 pupils' performance in national tests in 2006 were missed by a significant margin. Tracking information indicates that the margin of underachievement will be reduced in 2007 and that pupils are likely to meet the targets set for them. Pupils' attainment in English and mathematics is now regularly assessed and the results checked for accuracy by the senior leadership team. Assessment results are recorded and monitored to identify pupils who are not making the expected rate of progress. Where necessary, pupils are withdrawn from classes and given booster lessons, which are effectively led by the strong team of teaching assistants.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including their spiritual, moral and cultural development, is satisfactory. Their social development is good, they work together effectively in groups and willingly take on leadership responsibilities. A very active school council is regularly consulted on new developments.

Pupils make good choices about healthy eating and are keen to participate in the wide range of physical activities in well organised physical education lessons. Their behaviour is often good in lessons, because pupils have good relationships with teachers who manage them well. Inconsiderate behaviour in the playground is sometimes a cause of upset, and the restlessness of a minority is a distraction in assembly. Despite this, pupils generally feel safe. Most feel that bullying is dealt with promptly and effectively. Attendance is a little below average, but improving as a result of rigorous follow-up of absence. Although pupils' skills in working with others and use of information and communication technology (ICT) are sound, significant weaknesses in their literacy and numeracy skills leave them ineffectively prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Improvements in the quality of teachers' planning and clear objectives for learning help pupils to understand clearly what they need to learn. Literacy and numeracy targets also give pupils a clear understanding of the skills they need to develop and apply through all of their work. Marking is mostly satisfactory, and in the best cases clearly shows pupils how their work meets the learning objectives and their targets. Pupils' progress is carefully monitored and the information used to deploy additional support where necessary. Recently introduced interventions through withdrawal sessions and booster groups have been effective in improving progress, including for those with learning difficulties. However, too often within whole class lessons, work is not sufficiently well adapted to meet the needs of all pupils. Also, work in class is sometimes too difficult for those with learning difficulties, who make slow progress as a

result. Pupils' enjoyment of learning is nonetheless satisfactory, and teachers use a variety of methods, including ICT, to engage pupils' interest. In the Foundation Stage children are excited by the activities given to them. Whilst discussing Goldilocks and the Three Bears, one boy enthusiastically used a Baby Bear voice to recall, 'Whoever's been sleeping in my bed is still there!'

Curriculum and other activities

Grade: 3

In the Nursery and Reception classes, a good variety of practical activities enables children to explore and investigate new ideas. There is a good balance between activities directed by the teachers and those chosen independently by the children.

In Years 1 to 6 nationally recommended schemes of work underpin planning and teachers adapt these to the interests of the pupils in their class. They are beginning to link work in different subjects but this is not yet fully developed. For example, there are insufficient opportunities for pupils to develop their number and writing skills in other subjects. Teachers make good use of visits and visitors to enrich pupils' learning but there are few opportunities for pupils to engage in after school activities. A well planned programme for personal, social and health education contributes effectively to pupils' good social development.

Care, guidance and support

Grade: 3

The school has thorough and effective systems in place to keep pupils safe and to safeguard their welfare. The welfare of the most vulnerable pupils is monitored particularly closely to ensure that they receive the most appropriate support. Support plans for pupils with learning or behavioural difficulties set out clear strategies to help them to reach their individual targets. The school now monitors the progress of all pupils in English and mathematics closely against well defined targets, and this monitoring information is used effectively to identify pupils who need more support. However, it is still not used consistently well by teachers to ensure that they provide work to match the capabilities of all groups of pupils in their class.

Leadership and management

Grade: 3

The new senior leadership team work together effectively and now have clear procedures for monitoring the work of the school and they implement them rigorously. As a result, they have an accurate view of where improvements are needed. Effective procedures are now in place to help teachers whose pupils are underperforming.

Provision in the Nursery and Reception classes is strong because teachers and support staff work together effectively as a team. Across the school, teaching assistants are well led and they also form a strong team, which contributes to improving levels of achievement. However, such cohesion is not apparent amongst the teachers in Years 1 to 6. This reduces the pace of improvement that is necessary in order to overcome the significant weaknesses in pupils' achievement.

The governing body has been strengthened by the appointment of additional governors, one of whom provides outstanding support to the school in the role of chair. Governors are now

well informed about the strengths and weaknesses of the school and are rightly holding staff to account for pupils' levels of achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 3 |
| The behaviour of learners | 3 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 3 |
| The extent to which learners adopt safe practices | 3 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 4 |

The quality of provision

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

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

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 4 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 4 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | Yes |

Text from letter to pupils explaining the findings of the inspection

You might remember that I visited recently with another inspector to see how you were getting on. Thank you all for making us feel so welcome and for telling us so much about your school. I thought that you would be interested to know what we found out.

The things that we liked most are:

- You are taught well when you come into school in the Nursery and Reception classes so you make good progress when you are very young.
- You know what you need to do to stay healthy.
- You enjoy taking on extra responsibilities like being on the school council and joining the playground squad.
- Your progress is being tracked carefully so that the school knows when you need extra support.

Now that you have got a permanent headteacher and deputy headteacher things are looking up but your school has been through a difficult time and needs to improve a lot.

This is what we have asked your teachers to do:

- Make sure that you reach higher standards and make better progress, especially in English and mathematics.
- Give you work to do that is not too hard or too easy.
- Make sure that they all work together as a team to help your school to be better than it is.

You can help your teachers to do these things by always trying your hardest, by listening carefully to them when they are telling you things and by coming to school every day unless you are poorly. We have asked some other inspectors to visit you next year to see how you are getting on.

Thank you again for your help.