



The Park Lane (Foundation) Primary School

Inspection Report

Unique Reference Number 110889
LEA CAMBRIDGESHIRE LEA
Inspection number 296479
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mr. Peter Lewis AI

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

Type of school	Primary	School address	Park Lane
School category	Foundation		PE7 1JB
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01733203433
Number on roll	463	Fax number	01733350451
Appropriate authority	The governing body	Chair of governors	Mr. Michael Wilding
Date of previous inspection	6 December 1999	Headteacher	Mr. John Stillwell

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This popular primary school is located in an established residential area in Whittlesey and takes children from age 3 to 11. The school is larger than average, with 463 children on roll who come from a range of social backgrounds. When children are admitted to the Foundation Stage classes, their attainment is similar to that normally found for children typical of their age. However, the proportion of lower-attaining children is greater than at the time of the last inspection and continues to rise. The proportion of pupils entitled to free school meals is below average. The number with statements of special educational need is average, as is the number identified with learning difficulties. Nearly all pupils in the school come from White British families and, of those from other backgrounds, nearly all speak English at home.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides pupils with a satisfactory education and looks after their personal well-being very well. The school views itself as good although inspectors judge that most aspects of the school's work are satisfactory. This is because planned initiatives have yet to make their full impact on children's learning. Parents and children think the school is doing a good job and, as a result, the school's popularity in the community is strong. Improvement since the last inspection has been satisfactory, with the school having effectively tackled all the issues from the previous report. Most children make satisfactory progress and so attain standards in English, mathematics and science that are broadly average. Those who have learning difficulties and disabilities are well supported, and generally make good progress in relation to their targets. Children get off to a good start in the Nursery and Reception classes in their learning and personal development. Teaching is mostly satisfactory and teachers provide a suitable range of activities for most pupils. However, there are inconsistencies in, for example, teachers' use of assessment to provide higher ability pupils with sufficient challenge. As a result, they do not always make as much progress as they could, particularly in writing and mathematics. The school's satisfactory curriculum is considerably enhanced by the wide range of enrichment activities. The atmosphere in the school is very positive and all staff work hard to make every child feel valued. As a result, pupils' personal development is good and a considerable strength. Leadership and management are satisfactory overall. Although the school has accurately recognised areas that require improvement and has put in place several initiatives that have begun to make a difference, senior and middle managers have yet to ensure that these are consistently applied across the school. The school works effectively with other local schools and organisations, and the scope for further improvement is satisfactory.

What the school should do to improve further

- Improve the effectiveness of senior and middle managers in raising the quality and consistency of teaching and learning across the school. - Identify the higher ability pupils and provide them with tasks that are more challenging so that they attain higher standards, particularly in writing and mathematics.

Achievement and standards

Grade: 3

Pupils attain average standards in English, mathematics and science. This is confirmed by the school's performance in national tests for pupils in Years 2 and 6 where results were broadly average in 2005. Younger children and, particularly those in the Nursery, are well taught and generally make good progress. From an average starting point, most pupils now make satisfactory progress although the progress made by pupils showed a gradual decline between 2003 and 2005. Current school assessment information shows that this decline has been slowed, but also shows that, while progress is satisfactory, this is not the case for higher ability pupils who often need to be

challenged further. Those who have learning difficulties or disabilities are well supported and, as a result progress rapidly. Although the school has recognised that higher ability pupils are not always provided with sufficiently challenging targets, strategies to secure improvement in this aspect of its work are recent, and are not yet applied consistently.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and are happy to talk about their experiences. They enjoy their lessons. Attendance is satisfactory. Pupils form good relationships with each other and with adults in school and take their responsibilities seriously. A good example of this is the work of the school council which meets regularly to represent their year groups and classes. Older pupils readily help the younger children in school. Behaviour is good; pupils feel safe and free from harm and know they can turn to an adult in school with their concerns. Pupils know the difference between right and wrong. Pupils' spiritual, moral, social and cultural education is good and they respond well to the good opportunities that are provided to help them understand their feelings. Multi-cultural education is now developing well. Pupils are taught to live healthy lifestyles and they take full advantage of the good opportunities they are given for active play and physical exercise. Development of personal qualities is good and pupils are given appropriate situations in which to develop and practise their skills for contributing to the community and for their future economic well-being. Pupils emulate the good role models provided by staff.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning are satisfactory overall and are helping pupils make progress. There is effective teaching in the Nursery and Reception classes which give the youngest children a good start to their schooling. The teaching of pupils with learning difficulties and disabilities is good, in particular in small groups with teaching assistants, and this supports the pupils' good progress. Teachers and other adults have good relationships with the pupils and, because of this, pupils are keen to learn, enjoy their lessons and behave well. The best teaching is lively and makes very good use of resources. Discussion challenges pupils to explain their methods and so extend their learning, however, strategies to secure good teaching throughout the school have only been partially successful. Where the teaching is satisfactory, assessment information is not used well enough to plan sufficiently challenging work for the higher ability pupils. As a result, they are too often expected to do more of the same rather than extend their knowledge and understanding. The marking of pupils' work does not consistently point out ways in which they can improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Although it provides appropriate opportunities for most learners, particularly for pupils with learning difficulties, planning does not fully meet the needs of higher ability pupils. As a result, they do not always make the progress of which they are capable. There are good levels of curriculum enrichment which provide for a wide variety of interests. Pupils are taught to be aware of how to stay healthy and to be safe, and there is a good programme of personal and social development, particularly for pupils in Year 6. Curriculum enrichment includes a variety of sports, music, singing, drama and French. The level of take up is good. The residential trips to Wales, Stibbington and France enrich the pupils understanding of different cultures. Inspectors agree with pupils who report that these experiences provide good opportunities to develop their social skills and to become more independent. There is good provision for information and communication technology (ICT). The recent development of the new suite successfully develops pupils' ICT skills and supports their learning across the curriculum.

Care, guidance and support

Grade: 3

The quality of care guidance and support is satisfactory overall, though pastoral care is good. Staff know the pupils well and are rigorous about ensuring their health and safety. The Nursery and Reception classes offer good care and guidance and this helps children settle quickly into school life. Pupils with learning and physical difficulties are well supported, particularly through small group work that is well focused on their individual education and learning plans. Consequently they make good progress. The school is good at looking after vulnerable children. Child protection arrangements are robust. Pupils say they feel safe at school and that there is someone to talk to if they are worried. Although the school is working to further improve the way it tracks pupils' progress, the information it gathers is not used consistently enough to help all pupils do as well as they can.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Following a period of turbulence, the headteacher has appointed an enthusiastic and hard working staff. He has worked hard to develop their management roles. Senior managers and curriculum leaders have a satisfactory understanding of the school's successful features and are developing their understanding of how they can secure improvement by, for example, focusing their evaluations more precisely on pupils' learning. The capacity for further improvement is satisfactory. The school has satisfactory systems for checking how well it is doing. Although its recorded evaluations focus more on what has been done than on their impact on school improvement, the school development plan correctly identifies key priorities for development. However, senior and middle managers have

yet to ensure that these plans, such as those concerned with improving assessment, are followed at the same high level by all staff. The school works well in partnership with local schools, parents and support agencies to ensure that pupils are given equal opportunities and are appropriately supported. Governance is satisfactory. Governors, through visits, committees and reports from the headteacher are well informed to guide their role in helping the school to maintain its improvement. Financial management is effective and suitable care is taken to ensure that the money available is allocated to the areas identified as priorities. Value for money is satisfactory.

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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?	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	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?	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	3	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	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 when we visited your school. We thoroughly enjoyed talking to you and your teachers, looking at your work and finding out about the things that you enjoy most in school. We thought you all behave and get on very well together and were very impressed with the polite and grown-up way that you talked to us about your school. We think that Mr Stillwell, the teachers and support staff look after you well and that you go to a safe and caring school. We have asked Mr Stillwell to make sure that all your lessons are even more interesting and provide work that is more challenging for some of you. It was good to find out that so many of you were happy at school, and that your parents said you were happy there as well. We hope you continue to enjoy life in your school and we wish you well for the future.