

# Park Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120501
<b>Local Authority</b>	LINCOLNSHIRE LA
<b>Inspection number</b>	298576
<b>Inspection dates</b>	4–5 October 2007
<b>Reporting inspector</b>	Martin Cragg HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	192
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Carol Clare
<b>Date of previous school inspection</b>	19 June 2006
<b>School address</b>	Robin Hoods Walk Boston Lincolnshire PE21 9LQ
<b>Telephone number</b>	01205 368805
<b>Fax number</b>	01205 361826

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

The school is of average size. It draws pupils from an area where there are pockets of social deprivation. The proportion of pupils eligible for free school meals is average. Just over one third of pupils are from minority ethnic backgrounds and speak English as an additional language. This is well above the national average and is rising. The proportion of pupils with a statement of special educational need is average while the percentage with learning difficulties and/or disabilities is above average. The mobility of pupils into and out of the school is high. Pupils enter the school with skills which are below national expectations. The school has been part of the Excellence in Cities and Behaviour Improvement Programme since 2004. The school is engaged in a federation with Gosberton Primary School and the headteacher leads both schools. At the time of its last inspection, in June 2006, it was given a Notice to Improve.

## 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 has made clear progress under the leadership of the executive headteacher and the revised leadership team, who provide a very clear vision for the future. Assessment systems are now rigorous and used effectively to track pupils' progress. Targeted work on numeracy in 2007 led to significantly improved results in Year 6 and better progress throughout the school. The quality of teaching has improved and is now satisfactory. Teamwork and communication in the school are strong. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Pupils enter the school with understanding and skills which are below national expectations. They make satisfactory progress throughout to reach standards that are broadly average by the end of Year 6. Effective targeted leadership in mathematics and science brought much improved results in 2007. However, results in English remained as they had been in 2006 and writing is weak compared to reading.

The staff have worked hard recently to create a positive ethos of respect and achievement. Support for pupils is good. They are encouraged to take on responsibility and the work of the school council is effective. Relationships are good and assessment is rigorous. However, not all teachers plan thoroughly enough for the very wide range of needs and abilities in classes. The curriculum covers statutory requirements and meets the needs of pupils. However, although provision for numeracy and science has improved, the broader curriculum requires review to ensure that pupils have more opportunities to consolidate their basic skills.

The executive headteacher has brought direction and vision to the school. Senior staff have been effective in leading specific improvements. While systems for monitoring performance are well established, many of the subject leaders are new and have yet to have an impact on raising achievement. Pupils benefit from strong links with other schools and outside agencies. There has been significant improvement since the last inspection and the school's capacity to improve further is good.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory. Over half the pupils in the reception class speak English as an additional language. Children arrive with knowledge, understanding and skills which are below national expectations and make satisfactory progress. They are well cared for and their personal development is a priority. They are encouraged to make decisions and take some control of their learning, although this is not the case yet in all activities. Parents are encouraged to help children with their learning. The curriculum, resources and equipment provide a satisfactory variety and range of experience.

## What the school should do to improve further

- Improve achievement in English and writing throughout the school.
- Ensure that all teaching improves, particularly in planning for the full range of pupils' needs.
- Develop the broader curriculum to ensure that it provides opportunities for basic skills to be practised and improved.
- Fully develop the role of subject leaders in reviewing performance and raising standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall. Pupils enter the school with understanding and skills which are below national expectations. By the end of Year 2, in 2007, pupils made satisfactory progress and achieved standards which were below average. The results of pupils in Year 6 improved compared to 2006, especially in mathematics and science, and standards were close to the national average. However in 2007 results in English did not improve and writing was weaker than reading. Pupils made satisfactory progress from their starting points and the majority reached the targets set for them. In lessons, pupils make at least satisfactory progress. Pupils with learning difficulties and/or disabilities make at least satisfactory and often good progress. Those who speak English as an additional language are at varying stages of language acquisition and have been in the school for different periods of time but, overall, they make at least satisfactory progress in their learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They behave well in lessons and around the school. Pupils enjoy school and work productively in pairs or groups. They say they feel safe because they know they can easily approach an adult and they are confident their concerns will be dealt with swiftly. Attendance is satisfactory and improving. Pupils' spiritual, moral, social and cultural development is good and all aspects of this are reflected well in school assemblies. Teachers have successfully fostered an ethos of respect and consideration for others. Pupils show a willingness to take on responsibility by becoming prefects, by supporting younger children and helping those at early stages of learning English. Members of the school council are very enthusiastic and have been active in improving the school environment. Pupils' personal development is well supported through their extensive participation in a growing range of after school activities. They understand the importance of healthy eating, exercise and safe play.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning has improved in the past year and is now satisfactory. Most teachers have good subject knowledge and plan lessons which are usually well matched to pupils' needs. Relationships are good and most pupils enjoy their learning, especially when they engage in practical activities. Teachers manage pupils' behaviour well. The best teaching ensures that pupils understand and can apply their skills and knowledge, but, overall, pupils make satisfactory progress. The tracking of pupils' progress is good. Teachers assess pupils' work regularly, set clear targets for improvement and help pupils to understand how they can make their work better. Those pupils with specific needs benefit from effective targeted work in intervention groups. However, work in some lessons is not presented at a level which allows

pupils to consolidate and practice their skills. Pupils with English as an additional language receive increasingly effective support.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum which increasingly matches the needs of pupils. Better coordination and more effective use of assessment data have resulted in improved provision in literacy and numeracy. However, the use of these skills across the curriculum is not so widely developed. The school makes effective use of outside agencies to strengthen provision in information and communication technology (ICT) which is now taught across the curriculum. The curriculum has some strengths. There is good provision in music and drama, both of which are popular after school, and the time allocated to swimming is more than required. Pupils' learning and personal development are well supported by visits, including residential courses. They speak highly of the wide choice of after-school activities available to them.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive good care, guidance and support. There are robust procedures for child protection, health and safety. The school complies with government requirements for safeguarding children. The school actively elicits the views of pupils and encourages them to take responsibility. The school's behaviour improvement programme offers effective and valuable support to both pupils and parents. Efforts to improve attendance are having an impact. A comprehensive programme of personal, social and health education, augmented by outside agencies, ensures that pupils are encouraged to stay healthy and safe and to respect others. Pupils who have learning difficulties and/or disabilities are very well supported. Those at early stages of learning English receive satisfactory support but this is constrained by limited resources. Systems for tracking the progress of pupils have been strengthened since the last inspection. As a result, pupils receive good guidance on how to improve their work and parents receive more accurate reports of their progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher and senior team set a clear direction for the school and teamwork is strong. They monitor the school's performance well, evaluate its progress effectively and know its strengths and weaknesses. Subject leaders and other middle managers increasingly take responsibility for their areas but many are relatively new in the role and have yet to have an impact on achievement. Pupils are set challenging targets and, in conjunction with rigorous tracking of progress, these have contributed to improved achievement in Key Stage 2. The school caters well for pupils with a very wide range of needs. Resources are effectively deployed and accommodation has been refurbished and improved recently. Value for money is satisfactory. Governors are committed to the development of the school. They increasingly hold the school to account. A strong focus on the issues from the last inspection has brought about noticeable improvements. Under the determined leadership of the new senior team, there is good capacity to improve further.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### 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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

## Text from letter to pupils explaining the findings of the inspection

8 October 2007

Dear Pupils

Inspection of Park Community Primary School, Boston, PE21 9LQ

I visited your school recently with my colleague, Mr Lafford, to see how well you were doing in your lessons and how much you enjoyed school. Thank you for the welcome you gave us. We enjoyed talking to some of you in lessons and at lunchtime. We were impressed by your friendliness, politeness and the views you had about the school.

We found that your school has improved in the last year. You are well looked after by your teachers and you get on well with them and with each other. You said that you feel safe in the school because any bullying is dealt with effectively. You generally behave well. You try hard in your lessons and this is shown in improved results in your numeracy and science work. Your teachers usually plan lessons well and assess your work regularly. You enjoy working in pairs or groups and on practical activities. The headteacher and senior staff have set very clear expectations for your behaviour and effort.

However, there are some parts of the school's work that we suggested should be improved.

- Teachers should help you to improve your work in English, especially in writing.
- All teachers need to set work for you at the right level so that it challenges you but is not too hard.
- You need to be given more opportunities to practice your English and numeracy skills in other subjects.

I am sure that your school will continue to improve. I enjoyed visiting your school and wish you well in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector