

Parkgate Primary School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 103688 |
| Local Authority | Coventry |
| Inspection number | 308388 |
| Inspection dates | 9–10 July 2008 |
| Reporting inspector | Marian Harker HMI |

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 | 635 |
| Appropriate authority | The governing body |
| Chair | Manny Doukhi |
| Headteacher | Anne Mitchell |
| Date of previous school inspection | 1 December 2003 |
| School address | Parkgate Road Coventry CV6 4GF |
| Telephone number | 02476 637381 |
| Fax number | 02476 637628 |

| | |
|--------------------------|----------------|
| Age group | 3–11 |
| Inspection dates | 9–10 July 2008 |
| Inspection number | 308388 |

© Crown copyright 2008

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

One of Her Majesty's Inspectors and three Additional Inspectors carried out the inspection.

Description of the school

Parkgate is a much larger than average primary school situated on the outskirts of Coventry. The vast majority of pupils come from the local area with the rest from surrounding neighbourhoods. Pupils come from a variety of backgrounds although the general socio-economic profile is less favourable than the national picture. The proportions of pupils from minority ethnic groups and those whose first language is not English are much higher than average. Approximately half the pupils are of White British origin.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Parkgate is a satisfactory, caring and friendly school, where everyone works well together, partnerships are a strength and the pupils really enjoy their education. One parent said, typically, 'We really appreciate the job the teachers do at the school. All of them have shown they have a lot of time for the children.' Children enter the school with skill levels that are below those expected for their age. They make good progress in the Foundation Stage and most children achieve their learning goals by the time they enter Year 1. However, skills in communication, language and literacy are less well developed. Pupils make satisfactory progress in Key Stage 1. Standards at the end of Year 2 are broadly average but remain low in writing. Achievement is satisfactory in Key Stage 2, although rates of progress vary. By the time the pupils leave the school in Year 6, standards are broadly average in English. Standards in mathematics and science have recently improved but remain below average.

Pupils' personal development and well-being are good. The provision for spiritual, moral, social and cultural development is a strength of the school and is outstanding. Behaviour is good. Relationships are harmonious across the school and pupils enjoy their lessons a great deal. The school council members make a positive contribution to the school community. Attendance has recently improved and is now satisfactory. Pupils have a good awareness of how to keep healthy and safe.

The satisfactory curriculum is broad and balanced. It meets the needs of its pupils and has improved since the last inspection. However, pupils do not have sufficient opportunities to develop their extended writing skills across the curriculum. Pupils with learning difficulties and/or disabilities are fully included in all aspects of the school's work. They make good progress because their learning difficulties and/or disabilities are identified promptly and effective support put in place.

The quality of teaching and learning is satisfactory overall. During the inspection, lessons observed were either satisfactory or good. None was judged outstanding. In the more successful lessons, learning objectives are clear, the pace of learning is brisk, teachers use 'talk partners' to extend thinking skills and a good range of activities supports different learning styles. In some lessons, pupils spend too long sitting on the carpet, which slows the pace of learning, and the pupils do not know how well they have done by the end of the lesson. The quality of marking is satisfactory. In the best examples, pupils are given clear guidance on how to improve their work.

The quality of care, support and pastoral guidance pupils receive is good. Staff are committed to caring for the pupils and the school meets all statutory requirements regarding the safe recruitment of staff. Academic guidance for pupils is less well developed and is satisfactory. The older pupils in Key Stage 2 know their targets, but this is not a consistent feature in all year groups.

The quality of leadership and management across the school is satisfactory. The senior leadership team has an accurate view of the school's strengths and weaknesses, although some aspects of development planning and monitoring are insufficiently focused on measurable outcomes. A particular strength of leadership and management is the inclusive ethos of the school. All learners are equally valued and achieve well in relation to their starting points. The school is suitably placed to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Induction procedures in Nursery and Reception are good. This results in children feeling safe, secure and valued. The Foundation Stage, although geographically apart, runs as a cohesive unit where a strong, united team work well together. Praise is used to good effect by all staff. Teaching is good and children make good progress from relatively low starting points, particularly in key skills. The recent introduction of 'Letters and Sounds' has improved attainment in phonics, but the school recognises there is still work to be done in this area. Parents are supportive of the Foundation Stage, one commenting, 'This is my fourth child to come to Parkgate Nursery. Communication is really good and I am kept well informed about how my child is doing.' Personal, social and emotional development is outstanding. Children behave well and respond positively to skilful questioning by staff. There is a good balance of adult and child-initiated activities, and staff act as facilitators to guide children's learning and promote independence. For example, one child was engrossed in making a present from a box. She decided she needed something to make the box more secure before posting it, and with the encouragement of the teacher, she persisted using sticky tape to solve the problem.

What the school should do to improve further

- Ensure that pupils in all years make consistently good progress in writing, mathematics and science.
- Ensure teaching is consistently good or better across the school.
- Ensure that targets and marking give pupils clear feedback that shows them what they need to do to improve.
- Ensure that all school improvement activities focus sharply on the key issues that will raise 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

The school's strategies to raise attainment are beginning to have a positive impact, as shown in the recent improvement in standards in reading and mathematics in Key Stage 1 and mathematics and science in Key Stage 2. However, more work remains to raise attainment and achievement across the school and to ensure all pupils reach the standards of which they are capable. When the children enter the school, their attainment is below the expected levels, most noticeably in communication, language and literacy. Children make good progress through the Foundation Stage, particularly in developing their personal skills due to outstanding care and support. In Key Stage 1, progress is stronger in reading and mathematics because of better quality teaching in those subjects. In Key Stage 2, progress is variable. It is more robust in upper Key Stage 2 because assessment information is used effectively by teachers to support pupils' learning. Where progress is slower, pupils are not sufficiently challenged and basic skills such as handwriting and presentation are not given enough emphasis. Progress in writing across the school is weaker because there are not enough opportunities for pupils to develop their extended writing skills across the curriculum. Pupils from minority ethnic groups are sensitively supported and acquire basic skills in reading, writing and mathematics at a satisfactory rate.

Personal development and well-being

Grade: 2

Pupils' attitudes to learning and their relationships with each other and with adults are positive. They settle to work quickly and concentrate well. Pupils clearly enjoy coming to school and their behaviour is good, both in lessons and in less structured times. Attendance is generally satisfactory and broadly in line with local authority targets. However, extended holidays in term-time impact adversely on the overall figures. Pupils report that bullying is rare. Racial harmony is a strength of the school. Pupils' spiritual, moral, social and cultural development is outstanding. They have a strong sense of right and wrong and show great care and consideration for each other. For example, pupils spontaneously celebrated successes in assembly. Taking on responsibilities such as peer mediators or play leaders enables pupils to provide good support to their schoolmates. Opportunities for pupils to lead discussions in lessons enhance their cultural development. Pupils have a good understanding of healthy food and the benefits of exercise. They know about dangers in the home and safe practice in practical lessons. The standards they achieve in numeracy and literacy are a satisfactory preparation for the world of work. Membership of the school council leads to pupils gaining a good understanding of how a community should co-operate. It also allows them to influence what happens in school, for example, through interviewing the new deputy headteacher.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and good in the Foundation Stage. In the best lessons, relationships are a real strength, with teachers encouraging pupils to explain their thinking and work together. As a result, pupils make good progress. In some lessons, the pace of learning slows because pupils sit on the carpet listening for too long. On occasions, activities of a limited range do not match sufficiently to pupils' different learning styles. Non-teaching staff give pupils effective support. For example, support staff are often asked to make notes of pupils' responses to inform future planning. In the Foundation Stage, a wide range of activities provides interest and motivation. Although marking is generally positive, some comments do not give pupils specific guidance about how well they are doing and they can improve their work.

Curriculum and other activities

Grade: 3

The school's curriculum is broad, balanced and includes a good range of enrichment activities. The programme for personal, social and health education has a positive impact on pupils' personal development, raising their self-esteem and contributing to their enjoyment of learning. However, opportunities for pupils to improve their writing skills are not yet fully developed in all subject areas. The school has recently begun to implement the new national strategies for literacy and numeracy and this is having a positive impact in raising standards in mathematics and reading. The school has a satisfactory scheme of work for science and although standards are beginning to rise, this has not been a priority for the school. Pupils particularly enjoyed the multicultural arts week where they tasted food from around the world. There is a good range of lunchtime and after-school clubs which are well attended and complement the school's curriculum. Visitors, visits and links with outside organisations enrich pupils' enjoyment. Good attention is paid to teaching pupils how to stay safe and keep healthy.

Care, guidance and support

Grade: 2

Pupils receive good care, pastoral guidance and support. There are robust procedures for safeguarding pupils. Child protection arrangements, health and safety checks and risk assessments are thorough and regularly reviewed. The learning mentors and support staff provide good support for the more vulnerable pupils. For example, the nurture group, who meet in the 'Rainbow Room,' speak very highly of the care, support and guidance they receive. Parents also support this view. Links with external agencies to support pupils are well established and a strength of the school. Exclusion rates are low and pupils report that they feel safe and well supported in school. The special needs leader carefully monitors progress of pupils who have learning difficulties and/or disabilities. As a result, these pupils make good progress from their starting points. Support from non-teaching staff also contributes significantly to progress made by these pupils. Academic guidance is satisfactory. The older pupils in Key Stage 2 know their levels of achievement, but this is not a consistent feature in all year groups. For example, the younger pupils are not sure what their targets are or what they need to do to improve.

Leadership and management

Grade: 3

The school is led by a dedicated headteacher who is determined to improve the standards and achievement of the pupils. She is supported by the two deputy headteachers and senior management team. The middle leaders are developing their roles and there is still work to do to hold all managers accountable for the standards attained and pupils' progress. The school's collective leadership and management are satisfactory and have had a positive influence in moving the school forward. The quality of self-evaluation is satisfactory overall. Some aspects, such as the quality of school improvement planning, require a sharper focus on measurable outcomes that link to raising standards. Although performance management procedures are robust, the system for monitoring the quality of teaching is less well developed. Teachers are not always clear about what they need to do to improve further. Governors are regular visitors to the school and developing their awareness of the school's strengths and weaknesses. They support the work of the school, increasingly holding the school to account for the standards attained by the pupils. Other professionals who work in partnership with the school, such as the education welfare service, educational psychologists and travel plan coordinator, are extremely positive about their involvement. For example, the 'Bike It' programme has been particularly successful, encouraging more than 50 pupils to cycle to school. Parents are mostly supportive and appreciate the work of the school. One parent said, 'My son has gone from being shy, to outgoing and friendly. This is achieved with the help of the teaching staff at Parkgate. They always put the child's best interests first.'

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

| | |
|-------------------------------------------------------------------------------------------------------|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | 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? | 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? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

| | |
|----------------------------------------------------------------------------------------------------------|---|
| How well do learners achieve? | 3 |
| The standards ¹ 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 | 2 |

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 | 1 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 1 |
| 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 |

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 leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| 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

11 July 2008

Dear Pupils

Inspection of Parkgate Primary School, Coventry, CV6 4GF

Thank you for making the inspection team so welcome when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection, and what we thought the school could do to become better.

- We think you go to a satisfactory school where everyone works really well together.
- By the time you leave the school, you are developing into confident young people.
- You know how to stay healthy and keep active.
- You get on really well together and clearly enjoy coming to school.
- Your attendance is improving and you can all help by coming to school regularly and on time.
- You look smart in your uniform.
- Your school council representatives are good ambassadors for the school.

In order to make your school even better, we have asked your headteacher and senior staff to do four things.

- Make sure that you all achieve as well as you can in writing, mathematics and science.
- Make sure that teachers always plan good lessons that are interesting and excite you.
- Make sure that you all know your learning targets and what to do to improve your work.
- Make sure that the senior staff are clear about how their work is helping to improve your learning.

Yours sincerely

Marian Harker Her Majesty's Inspector

11 July 2008



Dear Pupils

Inspection of Parkgate Primary School, Coventry, CV6 4GF

Thank you for making the inspection team so welcome when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection, and what we thought the school could do to become better.

- We think you go to a satisfactory school where everyone works really well together.
- By the time you leave the school, you are developing into confident young people.
- You know how to stay healthy and keep active.
- You get on really well together and clearly enjoy coming to school.
- Your attendance is improving and you can all help by coming to school regularly and on time.
- You look smart in your uniform.
- Your school council representatives are good ambassadors for the school.

In order to make your school even better, we have asked your headteacher and senior staff to do four things.

- Make sure that you all achieve as well as you can in writing, mathematics and science.
- Make sure that teachers always plan good lessons that are interesting and excite you.
- Make sure that you all know your learning targets and what to do to improve your work.
- Make sure that the senior staff are clear about how their work is helping to improve your learning.

Yours sincerely

Marian Harker
Her Majesty's Inspector