

Cambridge
Education
Demeter House
Station Road
Cambridge CB1 2RS

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01223 578500
Direct F 01223 578501
risp.inspections@camb-ed.com



16 July 2007

Mrs C Clare
Acting Headteacher
Park Community Primary School
Robin Hoods Walk
Boston
Lincolnshire
PE21 9LQ

Dear Mrs Clare

Ofsted Monitoring of Schools with Notice to Improve – second visit

Thank you for the help which you and your staff gave when I inspected your school on 10 July, for the time you gave to our phone discussion and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 19 and 20 June 2006, the school was asked to improve the quality of teaching and learning and increase pupils' progress in Key Stage 2, especially in mathematics; to improve the effectiveness of senior leadership overall, in Key Stage 2 and numeracy; and to communicate and consult with parents more effectively.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.

The headteacher has an accurate understanding of the overall quality of teaching and learning based on a regular cycle of lesson observations. She recognises that there is still variation in the quality of lessons but judges almost all to be satisfactory with around half good. Observation of numeracy lessons during this visit confirms the school's judgement. The better teaching has clear lesson objectives, good pace, high expectations and well structured activities which match pupils' needs. Teaching assistants support individuals and small groups effectively. Where the teaching is less effective, there is insufficient challenge for different groups of pupils. The pace slows

during class question and answer sessions and teachers do not reinforce learning enough for those who need constant practice and repetition. Teachers miss opportunities to use visual and practical methods to develop pupils' numeracy skills.

Detailed assessment data about pupils' progress is collected regularly and analysed thoroughly. The most recent school data shows clear improvement in two of the Key Stage 2 year groups. The recently received results for Year 6 national tests in numeracy show that standards have improved substantially on those in 2006 and are broadly in line with the national average. Results in science and English have also improved although these remain below the national averages. However, the data for two other year groups indicates that, although there are improvements, too many pupils still do not reach their targets in numeracy or writing and that standards remain below average.

Senior staff have used this assessment data to identify accurately the issues for urgent action, which include the standard of writing across the school. The headteacher has strategically allocated teachers to classes for next year to ensure that progress is improved. A full range of intervention programmes provides support to targeted pupils in literacy and numeracy in addition to their regular lessons. Classes have been carefully regrouped for literacy and numeracy to allow teachers to focus closely on pupils' particular areas of weakness. Pupils have clear targets in numeracy and literacy, and their progress is closely monitored. These strategies are beginning to have a positive impact on pupils' performance.

The school has recently entered into a federation with the acting headteacher's school, which secures leadership for the future. The senior team builds on the existing strengths of staff in the school and, in effect, has been in place since January 2007. The headteacher and senior team provide clear direction for the school and have a realistic but ambitious vision for future development.

Systems for monitoring and evaluating the school's performance are now regular and rigorous. Senior staff, including the Key Stage 2 leader and numeracy coordinator, complete regular lesson observations, analysis of test papers, reviews of pupils' work and scrutiny of teachers' planning and marking. Key areas for improvement are accurately identified and turned into specific action plans. Support and training from the local authority is good and will continue into next year. The headteacher has taken difficult decisions to ensure pupils' progress and these have had effect in the improvements in performance for certain classes. The governing body has a new but experienced chair and vice chair. Governors understand their role to challenge the school and hold senior leaders to account.

The school has continued with its regular parents' meetings and newsletters. The meetings are thinly attended but newsletters now contain contributions from classes, the school council and governors. Responses to the parents' questionnaire issued this summer were mainly positive. Parents have confidence in the headteacher and recognise improvements in the school, especially in behaviour and expectations. A parenting course is offered and the school website will be relaunched in September.

I hope that you found the visit helpful in promoting improvement in your school.

Yours sincerely

Martin Cragg
Her Majesty's Inspector