

# Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	116233
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338768
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Linda Pickles

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 of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Wimpenny
<b>Headteacher</b>	Stephanie Kimber
<b>Date of previous school inspection</b>	21 June 2007
<b>School address</b>	Gloucester Road Aldershot GU11 3SL
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 14 lessons taught by seven teachers. They held meetings with governors, staff, groups of pupils and parents. Inspectors observed the school's work, and looked at a variety of school documentation including development plans, the school's monitoring of provision, safeguarding policies and 94 questionnaires completed by parents and carers. They also analysed questionnaires from 83 pupils in Years 3 to 6 and from 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress, particularly for pupils with special educational needs and/or disabilities
- the quality of learning in all classes, to determine whether teaching is sufficiently challenging in meeting the needs of all pupils
- the extent to which the curriculum and care, guidance and support meet the needs of all pupils, including those identified as vulnerable
- the effectiveness of monitoring and evaluation by leaders and managers at all levels to drive improvement.

## Information about the school

The school is below average in size. The very large majority of pupils come from White British backgrounds. The percentage of pupils who have special educational needs and/or disabilities, including statements, is well above that found nationally. Most of these have moderate learning difficulties and a few have emotional and behavioural difficulties. The proportion of pupils who enter and leave the school part-way through their primary school education is higher than that found nationally. There have been a number of changes in staff over the last two years, although staffing has now stabilised. There is a children's centre located on the school site. This is not managed by the governing body and is subject to a separate inspection report. The school has an award for the promotion of healthy living.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Park Primary is a satisfactory school. Pupils enjoy school and have positive attitudes towards their learning, shown by their good behaviour in lessons. They feel their views are listened to and that adults take good care of them. One pupil, whose comment was typical of many, said: 'They always sort it out if we have a problem.' The school has strong links with external agencies, which make a significant contribution to pupils' good emotional development and well-being. Parents and carers appreciate the good care the school provides for its pupils and their families, including those identified as vulnerable, and this aspect of provision has improved since the last inspection. As one parent stated, 'The classroom teachers often take time out either before or after the school day to talk about progress or any concerns and ways of supporting my children.'

Children quickly become confident and eager learners in the Reception class because of the warm and stimulating environment and they make good progress. Pupils enter Year 1 with skills and knowledge below those expected for their age and make satisfactory progress to reach attainment that is below average by the end of Year 6. School data indicates that for pupils in Years 3 to 5, attainment is rising strongly and is much closer to national expectations. Staffing difficulties have hampered development in recent years but now teaching, although satisfactory overall, is more consistent and improving. As a consequence, pupils' progress is rapidly improving across the school. Pupils make good progress in Key Stage 1 and attainment is now broadly average by the end of Year 2. The school has been successful in accelerating progress in writing across the school to reverse previous underachievement, and progress in this area is now good. Progress in reading and mathematics across Key Stage 2 is improving rapidly but is not consistent across year groups. Most groups of learners now make at least satisfactory progress, with an increasing proportion making good progress. Pupils in the current Year 6 are attaining at higher levels than in previous years and are on course to exceed their targets. Pupils with special educational needs and/or disabilities are supported well by adults, both in class and when working in small groups, and they make sound progress in line with their peers.

Teachers have good relationships with pupils and manage their classrooms well. Assessment data are not used consistently and with sufficient rigour to plan activities which challenge pupils of different abilities, and pupils' understanding is not always checked to ensure they make good progress. Teachers mark work regularly, although the extent to which pupils are given information about how to improve their work further is variable. Whilst marking provides useful opportunities for pupils to assess their own learning and pupils have targets for learning, these are not used consistently across the school.

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The headteacher and senior leaders have an accurate understanding of the school's strengths and weaknesses. The drive to improve the quality of teaching has a positive impact on accelerating pupils' progress and attainment, especially in Years 1 to 5. The school has made good use of local authority support. Senior leaders understand their roles and responsibilities and recent restructuring has strengthened the leadership team. The school recognises that the monitoring role of middle leaders in driving improvements in teaching and learning is currently underdeveloped. The school has established clear systems for tracking pupils' progress and monitoring provision and improvement plans identify appropriate priorities for development. These actions demonstrate the school's satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Improve the proportion of good and better teaching to raise attainment and accelerate progress in English and mathematics by:
  - using assessment information to plan work which more accurately matches pupils' abilities to challenge and extend their learning
  - making clear to pupils what they are learning during lessons and checking their understanding.
- improve the quality of marking and use of pupils' targets by:
  - making clear to pupils what they need to do to improve their work
  - providing more opportunities for pupils to be involved in assessing their own learning.

**Outcomes for individuals and groups of pupils****3**

Pupils' work in lessons and in books demonstrates that attainment, although low for the oldest pupils, is clearly improving because pupils, especially in Years 3 to 5 are closing gaps in their learning. In most lessons, pupils display good attitudes towards their learning and behave well. In a very small minority of lessons, pupils' concentration lapses because too much talk by teachers limits their opportunities to be actively involved. Pupils respond enthusiastically when they are clear about what they are learning and have the opportunity to talk about and demonstrate their understanding. For example, pupils made good progress in a Year 4 English lesson when investigating the tenses of verbs because the activities were well matched to pupils' ability levels, captured their interest and allowed them to share their ideas. Pupils with special educational needs and/or disabilities are helped to become confident learners and to make as much progress as their friends.

Pupils are proud of the contribution they make to the school community as school councillors and through the various jobs they have in school, such as managing the loaning of sports equipment at lunchtime and as classroom monitors. Pupils are confident that their views are listened to and that adults will sort out any concerns they may have. They raise money for local and national charities, make a good contribution

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to the local community through the junior community project and are able to speak knowledgeably about the issues facing their local area. Pupils of all ages have a well-developed understanding of the importance of a healthy diet and exercise and how this contributes to their physical and emotional well-being. Uptake of sporting activities at lunchtime and at after-school clubs is high. Pupils have a clear sense of right and wrong and recognise the importance of helping others and reflecting on their actions. They have a satisfactory understanding of faiths and cultures different from their own. Improving basic skills, together with average attendance, indicates that pupils are satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of teaching is improving rapidly, with examples of good practice observed. Where teaching is good, there is a brisk pace and planned activities effectively build on pupils' prior learning to extend their understanding. In lessons where progress is slower, activities do not provide sufficient challenge for pupils of different abilities and they have limited opportunities to demonstrate their understanding during the lesson. In some

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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instances, teachers plan to extend pupils' learning through additional rather than more challenging work, which limits the progress they can make. Teaching assistants and volunteers are deployed effectively to support pupils' learning, particularly for those pupils with special educational needs and/or disabilities. Pupils' books are marked regularly and comments are encouraging. However, the extent to which teachers give pupils clear guidance about the next steps for learning or involve them in assessing their own progress is inconsistent.

The curriculum has clear links across subjects and this helps to raise pupils' attainment and enjoyment because it engages and interests them. The school's provision for the development of basic skills is improving rapidly and opportunities for pupils to use information and communication technology (ICT) are good. The school provides a satisfactory range of extra-curricular activities, including dance and choir, and specialist teaching in sport and music contributes to pupils' enjoyment. Themed weeks for sport and creative arts, as well as visits and residential trips for older pupils, provide good enrichment opportunities.

The care and welfare of pupils are a high priority for all members of staff. The school's commitment in this area is evident in the work of the family link worker who provides an important bridge between home and school and good support for pupils and their families. Pupils with emotional and behavioural difficulties are given individualised programmes and support to enable them to be fully involved in all aspects of school life. The school works closely with a range of external agencies to support the learning and welfare needs of pupils with special educational needs and/or disabilities and those identified as vulnerable. The school has rigorous systems to monitor attendance and has been successful in reducing the proportion of pupils who are persistently absent. Transition arrangements are well organised and provide good support for pupils as they move through school and to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's purposeful leadership has been successful in setting high expectations and galvanising the enthusiasm and commitment of staff in securing improvements. An effective focus on improving the quality of teaching has led to clear improvements in raising attainment, although the school recognises that more needs to be done to ensure consistently good teaching. Leadership is becoming more widely

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distributed and senior leaders and managers have clear roles and responsibilities. Phase leaders monitor provision in their key stages through planning and scrutiny of pupils' books, but their monitoring of teaching and learning and its impact on pupils' progress is currently underdeveloped. The school has developed clear systems for monitoring pupils' progress, which enable swifter identification of potential underachievement and interventions to be put in place. The school adequately promotes equality of opportunity and tackles discrimination and there is no significant variation in the outcomes for different groups. The school recognises that targets set for pupils' progress in the past have lacked sufficient challenge and the school is taking prompt action to address this through raised expectations of what all pupils can achieve and higher levels of accountability.

The governing body provides satisfactory challenge in holding the school to account for its performance and has clear systems which are strengthening its monitoring role. School leaders are successful in promoting the welfare needs of pupils and this is evident in the robust arrangements for the safeguarding of children, which are good. The school's success in promoting community cohesion locally is evident in the harmonious atmosphere within the school, although opportunities for pupils to develop an understanding of other cultures within Britain and the world beyond are currently limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Reception class with skills and knowledge below those expected for



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their age and well below in language and mathematical development. They make good progress in their learning and the proportion of children reaching a good level of development shows a marked improvement from 2009. The school's actions to improve children's reading, writing and calculating skills have had a positive impact, and progress in these areas is particularly strong. Children achieve well because they quickly settle into school routines and are supported well by adults. Their good progress in their personal, social and emotional development is shown by their well-developed skills of independence and cooperation. Children are looked after well and their individual needs and progress are closely monitored. The learning environment, both indoors and outside, provides a good range of activities to promote children's creative and physical development.

There is a good balance of activities that children choose themselves and those that are led by adults. Sometimes, opportunities to extend children's understanding and correct misconceptions during sessions led by an adult are missed. Staff work well together and the Early Years Foundation Stage is led effectively. New systems for monitoring children's progress from attainment on entry are rigorous and directly inform improvement planning. Links with parents are strong and there are good opportunities for parents to participate in their children's learning through a range of workshops provided by the school. Children's safety and welfare are promoted well and safeguarding procedures are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

From the good number of returned questionnaires, it is clear that the very large majority of parents and carers are happy with their children's experience at the school and think that it keeps their children safe. Almost all agree that their children enjoy school. Most parents and carers think that teaching is good and that their children are making enough progress. A small minority noted concerns about how effectively the school deals with unacceptable behaviour, how well pupils are prepared for the future and how effectively the school is led and managed. These concerns were shared with the headteacher. Behaviour observed in lessons and around school during the inspection was good. Inspectors judged the leadership and management of the school as satisfactory. The inspectors judged that transition arrangements effectively support pupils as they move year groups and to the next phase of their education.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	43	51	54	3	3	0	0
The school keeps my child safe	46	49	43	46	5	5	0	0
The school informs me about my child's progress	35	37	48	51	3	3	6	6
My child is making enough progress at this school	35	36	45	48	10	11	4	4
The teaching is good at this school	35	37	51	54	3	3	2	2
The school helps me to support my child's learning	35	37	44	47	9	10	3	3
The school helps my child to have a healthy lifestyle	31	33	58	62	1	1	3	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	28	51	54	6	6	3	3
The school meets my child's particular needs	33	35	48	51	7	7	4	4
The school deals effectively with unacceptable behaviour	30	32	36	38	20	21	5	5
The school takes account of my suggestions and concerns	29	31	49	45	14	15	5	5
The school is led and managed effectively	30	32	42	45	14	15	5	5
Overall, I am happy with my child's experience at this school	33	35	52	55	4	4	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of Park Primary School, Aldershot, GU11 3SL

Thank you for making the members of the inspection team so welcome when we came to your school recently. We enjoyed talking to you and listening to your views about the school. You told us that you enjoy school, and that the teachers and other adults take good care of you. We judged your school to be satisfactory, which means that it does some things well but some things need to be improved.

These are the things we think are good about your school

- The adults in school take good care of you and help you to develop into caring and considerate young people.
- You behave well in lessons and around school.
- You have good relationships with your teachers, adults in school and your friends.
- You have a good understanding of how to keep yourselves safe in school and at home.

To help the school become better, these are some of the things we have asked the headteacher, teachers and governors to do:

- make sure that work in lessons is not too easy or too difficult for you
- give you more opportunities to show what you have learnt in lessons
- give you more opportunities to show what you have learnt in lessons
- give you more information about how to make your work even better and involve you more in finding out how well you are doing
- give teachers more opportunities to check that you are making as much progress as you can in lessons.

You can help by coming to school every day and continuing to try hard in lessons.

We wish you all the very best for the future.

Yours sincerely

Linda Pickles

Lead Inspector

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