

# Park View Junior School

## Inspection report

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<b>Unique Reference Number</b>	116237
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338769
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Christopher Grove

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Ashcroft
<b>Headteacher</b>	Lynn Clement
<b>Date of previous school inspection</b>	5 May 2010
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons taught by 11 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governors' meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 28 parents, and questionnaires completed by staff and by a sample of pupils.

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

- how effectively the school's leadership and management identify weaknesses in pupils' academic outcomes and provision, and focus on priorities for improvement
- the extent to which teaching and the curriculum provide sufficient challenge to ensure at least satisfactory achievement by all groups of pupils in reading, writing and mathematics
- the extent to which the school's care, guidance and support lead to satisfactory or better personal outcomes for pupils
- how well the school promotes cohesion at all levels between different socio-economic, ethnic and religious groups.

## Information about the school

Park View is an average-sized junior school. Most pupils are from White British backgrounds. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are below average. Of these, none is at an early stage of learning English. The number of pupils who are eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, principally moderate learning or speech, language and communication difficulties, is above average. The school has a Hearing Impaired Unit which provides for pupils in the area. A partnership has been formed with a local secondary school, which is a science college. The school provides a nurture group for those pupils who may need additional emotional support. There is a breakfast club which is managed by the governing body. The school holds the Activemark and the Healthy Schools awards.

**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 View Junior is a satisfactory school with some good features. The headteacher, with good support from the senior and middle leaders, has developed a strong team spirit. This has resulted in the school's very positive ethos and welcoming tone. All the staff who responded to the questionnaire said that they were proud to be a member of the school community. Every pupil who completed the questionnaire agreed that the adults in the school cared about them. Most parents are pleased with their children's experience at the school. One delighted parent found the school's 'positivity and approach to be fantastic'. Another parent wrote that, 'taking into consideration the social needs of a high percentage of the pupils, the staff continue to strive to offer the best teaching and care in a safe and happy environment'.

The good quality of the care provided for pupils, and the inclusive ethos, lead to good outcomes in several aspects of pupils' personal development. There are strong relationships of trust between staff and pupils. As a result, pupils are attentive in lessons, behave well around the school and feel safe. Pupils also readily adopt lifestyles based on healthy exercise and diet.

Pupils' achievement is satisfactory. Pupils are currently making satisfactory progress in their learning in reading, writing and mathematics across the school, with the result that attainment in these subjects is improving rapidly. Pupils in Year 6 are on track to attain broadly average standards. This contrasts with the school's low attainment in recent times.

The improvements in progress and attainment result from teaching that is consistently satisfactory, and sometimes good. However, in lessons in English and mathematics, teachers do not always set tasks that are well matched to pupils' different levels of ability in order to provide appropriate challenge for all groups. Furthermore, the impact of teachers' marking in improving the quality of pupils' work is not consistent. Similarly, teachers do not make sufficiently rigorous use of learning targets to help to raise pupils' achievement. The curriculum is satisfactory, and includes a number of improvements which are successfully raising pupils' confidence and increasing their engagement in learning.

The headteacher and senior leadership team have developed a confident vision for the school. Teachers and support staff are motivated and positive. One respondent to the staff questionnaire summarised this well in judging that the 'school has made huge strides forward in the last three years'. Arrangements to safeguard pupils, including the relatively high proportion who may be vulnerable, are robust.

School leaders track the progress of individuals and groups of pupils effectively. A range

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of other monitoring activity is well established. However, not enough emphasis is placed on evaluating the impact of teaching on pupils' learning and progress. Although much is done to promote community cohesion within the school and in the locality, pupils do not have sufficient opportunities to reflect on life in multicultural Britain and in societies elsewhere in the world.

Since the last inspection, leaders' optimistic direction has resulted in the development of the school's warm and welcoming ethos. The positive impact of the school's care and support, and effective management strategies, have resulted in pupils' positive attitudes and attentive behaviour. Given these improvements, and pupils' rapidly improving progress, the school's capacity for further improvement is satisfactory.

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

- Raise attainment in all year groups through a continued focus on pupils' knowledge and skills in English and mathematics by:
  - improving the challenge and match of tasks for pupils of different levels of ability
  - improving the consistency of academic guidance for pupils, particularly in terms of marking which better indicates the next steps in their learning, and more rigorous use of learning targets to raise their standards.

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

**3**

When pupils enter the school, their attainment is generally below average. In recent years, attainment by the end of Year 6 has mostly been a little below average in English, though in mathematics outcomes have been well below average. However, attainment is improving because pupils are now consistently making at least satisfactory progress across the school, especially when a high level of challenge is offered. In a good lesson in mathematics in Year 3, for instance, the teacher set pupils the task of placing four objects in order of weight, but increased the challenge to their reasoning by ensuring that the largest object was not the heaviest, and the smallest was not the lightest. Pupils therefore made good progress in learning that weight cannot necessarily be judged from size.

In a well-devised lesson in Year 6, pupils also made good progress because they were very well challenged to apply their arithmetic skills through the practical task of devising and drawing to scale a plan for an adventure playground, and costing their plan from a table of prices. Those pupils with special educational needs and/or disabilities are effectively supported by teachers and teaching assistants so that they make similar progress to others. Although achievement is satisfactory overall, groups such as more'able pupils do not always make as much progress as they could.

The overwhelming majority of pupils say that they enjoy school. They feel safe because of the high quality of adults' care for them, but their awareness of risks, including those associated with internet safety, is no better than satisfactory. Pupils behave politely and

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respectfully towards adults and other pupils in classrooms, assemblies and around the school. Although there is occasionally some bullying, pupils are confident that this is managed quickly and fairly. A small number of pupils have been excluded on a fixed-term basis, but this represents a considerable improvement on earlier exclusion rates.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their social development is good in view of the many opportunities to work cooperatively. The extent of pupils' multicultural understanding is limited because of too few opportunities to learn about the diverse nature of modern Britain. Pupils practise healthy lifestyles. They participate well in the good range of extra-curricular physical activities available in addition to the timetabled curriculum. The take-up of the well-balanced school meals and pupils' understanding of the principle of 'five-a-day' are good.

Pupils have good opportunities to take responsibility in school through roles such as prefects, librarians and peer mentors. The school council plays an active role, and is presently closely involved in a project to refurbish the playground completely. Attendance is broadly average. Pupils develop good workplace skills through activities such as 'talk partners', and good finance and enterprise skills, for instance through applying problem-solving approaches. Together with their satisfactory skills in literacy and numeracy, this means that they are adequately 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>3</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>

<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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<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?

Effective behaviour management and attractive classrooms result in a good atmosphere for learning. The purposeful tone in lessons and lively pace involve and motivate pupils well. The challenge for pupils is not consistently good because in most classes teachers set the same task for the broad span of abilities, without sufficient modification for the lower attainers or extension for more'able pupils. In addition, teachers do not use assessment well enough to plan different activities for different groups of pupils. Some marking is very good. However, much feedback from marking does not indicate sufficiently clearly to pupils the next steps in their learning. Targets are set for pupils, but in practice teachers do not always use these sufficiently rigorously to support pupils' learning and thus to make an impact on their standards. The specialist teaching in the hearing impaired unit, and the school's nurture group, meet the needs of both groups of pupils well.

The school offers a broad curriculum with a strong accent on basic skills. Opportunities have improved for pupils to apply their knowledge and skills through investigations in science and problem solving in mathematics. In mathematics in Year 6, some separate lessons for girls and for boys are also organised to boost girls' confidence, and address their lower attainment. Topic work, religious education and design and technology are planned in a way that increases the relevance for pupils and provides opportunities to practise literacy skills. It is too soon to judge the impact of these developments on pupils' achievement, although their attitudes to learning are evidently positive. Pupils' good understanding of issues of rights, respect and responsibility is well supported by lessons in personal, social and health education. Specialist provision in French and music is of good quality. Partnership with others effectively supports provision in science and sports. Extra-curricular activities offer satisfactory enhancement for the school's curriculum provision.

A strong commitment to supporting all pupils permeates the school. The care for pupils whose circumstances leave them vulnerable is particularly good. The care and support for those pupils with special educational needs and/or disabilities are well organised, including the specialist provision for those with hearing impairments. Good liaison with the feeder infant and secondary schools supports induction and transfer well. The strategies to improve attendance have had a satisfactory impact. There is a club for pupils, known as the breakfast club, but in fact it provides pre-school care without food because of insufficient demand. School leaders are aware that this limits the purpose of the provision, and its impact on pupils' well-being.

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*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 strong team spirit among staff provides good support for the positive drive for improvement. However, the school's self-evaluation is not as incisive as it could be in identifying areas for improvement in the quality of teaching and the use of assessment. Governors are very committed to the school and work closely with the leadership. They meet statutory requirements, including those concerned with safeguarding and child protection, but have not provided sufficient challenge to the school, particularly with regard to pupils' academic outcomes.

The effectiveness of partnerships is satisfactory. A broad range of links with local authority services provides good support for those pupils who have special educational needs and/or disabilities or who may be vulnerable. The school has also formed partnerships with other providers to enhance the curriculum. However, these partnerships have not been evaluated or assessed by the school in terms of value for money.

Leaders have developed an inclusive ethos and are committed to promoting equal opportunities, but in practice this is satisfactory rather than good because there has been underperformance by some groups, including more'able pupils. The school has assessed its provision and has developed a strategy to promote community cohesion at all levels, though this is yet to be evaluated. School leaders recognise that contributions at the national and global levels of community cohesion, including attention to ethnic and cultural aspects, are not well developed. This limits pupils' cultural understanding.

*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>3</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>

## Views of parents and carers

The rate of response to the parental questionnaires was low. Most parents and carers have positive views about Park View Junior School. The great majority feel that their child enjoys school, and that their needs are met. All parents and carers believe that the school keeps their child safe, and most feel that it supports a healthy lifestyle.

Inspectors agree with these judgements. Most also feel well informed about their child's progress, and think that their child is making enough progress at school. Inspectors judge that pupils make satisfactory progress.

Most parents and carers believe that the school deals effectively with unacceptable behaviour, and inspectors agree. Most also think that the quality of teaching is good and that the school is well led. Inspectors judge that the quality of teaching and the school's leadership and management are satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Park View Junior 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.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64	9	32	1	4	0	0
The school keeps my child safe	14	50	12	43	1	4	0	0
The school informs me about my child's progress	14	50	12	43	1	4	0	0
My child is making enough progress at this school	13	46	12	43	2	7	0	0
The teaching is good at this school	13	46	14	50	1	4	0	0
The school helps me to support my child's learning	12	43	14	50	1	4	0	0
The school helps my child to have a healthy lifestyle	11	39	16	57	1	4	0	0
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)	14	50	10	36	1	4	0	0
The school meets my child's particular needs	12	43	13	46	2	7	0	0
The school deals effectively with unacceptable behaviour	10	36	14	50	3	11	0	0
The school takes account of my suggestions and concerns	14	50	9	32	0	0	0	0
The school is led and managed effectively	18	64	8	29	0	0	0	0
Overall, I am happy with my child's experience at this school	18	64	8	29	2	7	0	0

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.**



6 May 2010

Dear Pupils

Inspection of Park View Junior School, Basingstoke RG22 6RT

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire.

We think that Park View Junior is a satisfactory school with some good features.

These are the positive things about your school

- Your school has a welcoming feel to it and a positive climate for learning.
- You enjoy school, behave well and show positive attitudes to learning.
- You have trusting relationships with the adults who take very good care of you.
- You have a good understanding of healthy lifestyles.
- Your contributions to your school and to the community are good.
- Most of your parents are pleased with your experience at the school.
- Your attainment in English and mathematics by the end of Year 6 is below average, but progress has improved across the school and is satisfactory.

What your school needs to do now

- Raise your attainment in English and mathematics by challenging you more and setting tasks that are better matched to different abilities and by using marking and target setting that help you to improve your work.
- Focus more on how teaching helps you to learn and make progress.
- Give you more opportunities for contact with others, not just in your area of Hampshire but also elsewhere in Britain and in other parts of the world, to help you understand more about people from different backgrounds.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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