

# Park Mead Primary

## Inspection report

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<b>Unique Reference Number</b>	125293
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340760
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Paul Canham

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>	464
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Walden
<b>Headteacher</b>	Andy Clark
<b>Date of previous school inspection</b>	13 July 2010
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, observed 16 teachers and held meetings with governors, staff and a group of pupils, and talked with pupils in lessons. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, minutes of governing body meetings and pupils' work. Inspectors also scrutinised the 173 questionnaires received from parents and carers, as well as those from staff and a sample of pupils.

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

- the extent to which the school is accelerating achievement in Years 3 to 6, particularly for the most able pupils
- how successfully the school enhances pupils' experience and appreciation of cultures and faiths other than their own in this country and beyond how effectively the governing body is influencing the school's performance and holding it to account for standards.

## Information about the school

This is much larger than an average school. The very large majority of pupils are from families of White British heritage. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. A higher than average proportion of pupils join the school at other than the usual time. The school has achieved National Healthy Schools status, Activemark and the silver Eco award. The school forms part of a federation, which comprises nine schools. There is a nursery on the school site, but this is not managed by the school's governors and was not included in this inspection.

**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?**

**2**

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

**2**

### Main findings

This is a good school. It successfully nurtures an ethos of self-esteem and respect for others, which are fundamental to the school's harmonious learning community. Good teaching and the caring and supportive environment provide a secure foundation for the school's work. Such positive features are reflected in pupils' good progress and well-developed personal qualities, including their good behaviour. They also have a good understanding of healthy lifestyles and keeping safe. This picture is mirrored in the questionnaires completed by pupils where almost all indicated that they really enjoy school. Parents and carers are supportive of the school.

Working in very close partnership with well-informed governors, the school has made considerable gains since the last inspection. Such improvements, including the strengthening of leadership and management, provide a secure platform from which the school can make further strides. With close support from committed staff, the headteacher has developed a school that is resolute in gaining the best provision and outcomes for pupils and their families. School leaders have an accurate understanding of where the school is now and of the improvements needed. For example, they know that they must do more to improve communication with parents and carers so that the school can discuss their views and address their concerns at an earlier stage.

Subjects are frequently linked in innovative ways and the curriculum adds richness and variety to pupils' learning. Comprehensive planning and detailed assessment procedures support successful teaching, which motivates and challenges pupils with interesting and engaging activities. Effective teaching and the pupils' eagerness to become fully involved in their learning result in good progress. Pupils benefit from well-paced lessons where they enjoy using their own ideas and working together. On occasion, however, planning is not used as well as it should be to sharpen activities to stretch the more able.

Nevertheless, pupils achieve well, including the substantial proportion who arrive part way through Key Stage 2. Intervention work, including well-tailored support for individual pupils, is successfully making up for lost ground in learning for all groups of pupils. Consequently, work in lessons reflects the above average attainment levels seen in the school's national test results and assessments over several years for pupils in Years 2 and 6.

Very popular clubs and after-school activities provide pupils with many opportunities to develop confidence, and hone their creative and performance skills.

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

- Ensure that teaching is consistently good or better by always providing challenging

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tasks that are pitched at the right level, particularly for the more able pupils.

- Improve communication with parents and carers so that they can share their concerns with the school earlier.□

**Outcomes for individuals and groups of pupils****2**

The pupils' enjoyment of learning stands out, along with their eagerness to become fully involved in a range of engaging activities, for example, in English and science. While performing a play for parents and carers, pupils performed with considerable self-assurance. The pupils' positive attitudes are evident in all lessons and reflect the good progress which they make. In English lessons, pupils are full of imaginative ideas when exploring poems and demonstrate a good understanding of the skills needed when writing a review of a play. Pupils show a great deal of independence and self-organisation when working in pairs and small groups. They are very supportive of each other and in mathematics, for example, show great pride in getting the tasks right. Children join Reception with levels of attainment that are generally above typical expectations. From this point, pupils typically reach above average attainment by the end of Year 6, as indicated by the results of national tests and assessments. Results of internal assessments, taken recently by pupils currently in Year 6, show that they reached higher attainment levels, especially in reading and mathematics, than last year's cohort. Pupils in Year 6 are a more able group but this rise in attainment was also due to the more focused support they received. The school exceeded its challenging targets, particularly for those reaching the higher levels. Pupils make good progress, including those with lower attainment or who join part way through, and they make particularly good gains in Years 3 and 6. There are no significant differences between the achievement of different groups of pupils, including those with special educational needs and/or disabilities.

□ Pupils say they like coming to school and thrive in the supportive and caring community. Respect and consideration for each other are at the core of the school's work. These characteristics underpin the good behaviour and caring approach taken by pupils who get on well together. Pupils are happy, confident and willingly take on responsibility, including acting as monitors and ambassadors for the school. There is also considerable enjoyment of physical activities and art, and positive responses to different forms of literature, including plays. All these qualities contribute to the harmonious community. The school council provides very good opportunities for pupils to represent the views of others and develop leadership qualities. The school's innovative projects to encourage enterprise, such as those that involve managing financial matters within small businesses and pupils' personal skills and qualities are helping to prepare them well for their future lives. Pupils show good levels of understanding about personal safety in and out of school.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The strengths of teaching lie in the detailed planning, engaging activities and a lively pace. Precise questioning is also used well to probe pupils' understanding and capture their interest. These characteristics are enhanced by the collaborative approach taken by teachers and their assistants who work effectively within teams and provide well-targeted support for pupils. Topics, such as those that encourage imaginative writing and involvement in practical activities, successfully capture pupils' interest and hold their attention. Consequently, pupils willingly become involved in learning. Assessment information is used well to identify appropriate levels of approach, although, occasionally, long introductions do not take sufficient account of pupils' different starting points. Pupils know their targets and they are happy that they can ask for help when they need it. Marking is supportive and usually tells pupils what they need to do to improve.

The wide range of interesting and attractive displays gives an insight into the richness and diversity of the curriculum. It provides a carefully considered balance between basic skills in literacy and numeracy and the development of pupils' performance and creative skills in subjects such as music and physical education. The teaching of French adds a further positive dimension. The curriculum ensures that opportunities are taken to enhance learning by linking different subjects. The school has given additional attention to English, and especially writing, to ensure that the rate of progress is accelerated

<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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throughout the school. Leaders recognise that there is a little more scope for modifying curricular provision for those pupils deemed to be gifted and talented. The curriculum is underpinned by the effective use of information and communication technology, which enhances learning and gives pupils access to a range of resources. Pupils' experiences are further enriched by sporting competitions, music performances for the local community and parents and carers, numerous trips, including one to France, and by a well-planned programme for personal, social and health education.

□ The good support for pupils' personal development and pastoral care is recognised and much valued by parents and carers. 'We are very happy with the support the school has given our daughter...and the extra-curricular activities, which have enabled her to develop a wide range of skills and life experiences,' one parent commented. Attention to pupils' health and well-being is reflected, not only in the opportunities for physical activity, but also in the provision of healthy school meals. Individualised programmes of support are successfully compiled for pupils whose circumstances make them vulnerable to underachievement, covering a number of personal and learning needs. Individual achievement is effectively managed through comprehensive tracking of attainment and progress. Evaluations lead to timely and well-focused intervention which reinforces pupils' literacy skills and builds confidence.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

With strong support from knowledgeable governors, the headteacher has established a school that is committed to developing each pupil's self-esteem and lifting levels of achievement. The school has made substantial strides since the last inspection with improvements to teaching and leadership and management. Systems are well embedded and challenging targets are set for all aspects of the school's work. The school promotes equality and tackles any form of discrimination well. Staff and governors have a clear and accurate view of the school's strengths and areas for improvement. Staff feel well supported and are committed to the school. Their high expectations of where they want their pupils to be demonstrate good capacity for moving on.

Governors work very closely with the school and share in its rigorous monitoring and evaluation. They have exceptionally good links to all aspects of the school's work and readily challenge the effectiveness of its developments. Their strategic involvement and

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the school's well-embedded management structures ensure that policies are systematically reviewed and resources are closely targeted at educational need. Attention to pupils' safety is integral to the school's work and safeguarding procedures are firmly established. The school's links with a cluster of schools provides good opportunities to share resources and training. Local services and agencies are used well to enhance the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

□ Community cohesion is strongly promoted within the school and in the local area. Effective links, including those with outside agencies, show a keen understanding of local needs and challenges. The school has also developed ties with schools in France. Parents and carers are given opportunities to give views on the school and benefit from regular newsletters, electronic mail and access to the school's website. However, governors know that they must introduce better ways of making contact with parents and carers so that their concerns can be addressed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's needs are identified early and good collective leadership and management make certain that detailed planning takes a well-informed account of their starting points. Consequently, well-planned topics ensure all areas of learning are covered with a particular focus on reading, speaking, listening, writing and number skills. □ Children make consistently good progress. Adults respond skilfully and good support is given to both teacher-initiated activities and those which children choose for themselves. Children listen attentively, play together very well, and enjoy participating in a wide



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range of stimulating activities. Children are keen to explore activities and find things out for themselves. New experiences, both indoors and outdoors, captivate and fully engage children so they make good progress in all areas of learning. The school recognises the need to develop the outdoor area so that it can offer a wider range of stimulating activities that children can choose for themselves within a more spacious environment. Staff give closely targeted support to children with special educational needs and/or disabilities. Children are nurtured from the very start. As a result, they settle quickly, are eager to learn and are well prepared for entry to Year 1.

*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**

A minority of the school's parents and carers returned the questionnaires. The very large majority of responses were positive. Several of the written comments expressed considerable satisfaction with the school. These included positive remarks about the caring and supportive environment, the quality of the staff and the progress made by their children. However, a minority of parents and carers recorded reservations over a number of issues. These included: the level of communication between the school and parents and carers; the amount of challenge for more able children; and the arrangements for securing the front gates. These reservations were not reflected in the very large majority of comments. The inspection found evidence to indicate that the school plans to introduce a number of initiatives to improve communication. Teaching seen during the inspection was judged to be good, although, on occasion, the more able pupils were not stretched enough. The school has recently installed new pedestrian gates, but it recognises the need to carry out a further review of the gates' use for vehicle access.

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

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

The inspection team received 173 completed questionnaires by the end of the on-site inspection. In total, there are 464 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	46	92	53	1	1	0	0
The school keeps my child safe	64	37	106	61	1	1	0	0
The school informs me about my child's progress	31	18	122	71	15	9	1	1
My child is making enough progress at this school	42	24	117	68	11	6	2	1
The teaching is good at this school	51	29	112	65	8	5	1	1
The school helps me to support my child's learning	33	19	118	68	18	10	0	0
The school helps my child to have a healthy lifestyle	46	27	117	68	5	3	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)	56	32	102	59	10	6	1	1
The school meets my child's particular needs	41	24	111	64	15	9	1	1
The school deals effectively with unacceptable behaviour	25	14	119	69	19	11	1	1
The school takes account of my suggestions and concerns	36	21	107	62	19	11	1	1
The school is led and managed effectively	39	23	111	64	16	9	1	1
Overall, I am happy with my child's experience at this school	57	33	111	64	5	3	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.**



14 July 2010

Dear Pupils

Inspection of Park Mead Primary School, Cranleigh, GU6 7HB

We very much enjoyed our visit to your school and thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. Yours is a good school where you feel safe and benefit from good care and support. You told us it is also a place where you want to be, make lots of friends, and enjoy taking part in school plays and interesting clubs and activities. You behave well and get on with each other very well.

Here are some important things about your school:

- you make good progress in lessons
- you respond well to interesting activities
- those in charge of the school are making improvements that are helping you to make faster progress
- all staff take good care of you, and make sure that you know what to do to keep safe
- you have a good understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, your school has been asked to:

- help you to make faster progress, especially those of you who learn quickly, by giving you more challenging tasks earlier in lessons
- improve communication with your parents and carers so that they can let the school know about their concerns earlier.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard. □

Yours sincerely

Paul Canham

Lead inspector

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