

Park View Infant School

Inspection report

Unique Reference Number	116236
Local Authority	Hampshire
Inspection number	357919
Inspection dates	16–17 February 2011
Reporting inspector	Judith Rundle HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Mr Matthew Hensby
Headteacher	Alison Johnson
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 20 lessons, observed nine teachers and held meetings with the headteacher, staff, pupils, governors and parents and carers. Inspectors observed the school's work, and looked at the school development plan and self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, staff and pupil questionnaires and 51 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching expectations and challenge in lessons are high enough to improve attainment and progress.
- Whether the curriculum is sufficiently well targeted to improve attainment and to increase the rate of progress.
- Whether the school's priorities and support are focused sufficiently well to bring about improvements in the school's work.

Information about the school

Park View is an average-sized school with a more stable school population than average; there are few pupils that leave or join at different times during the school year. Most pupils are from a White British background and the proportion of pupils at the early stages of learning to speak English is below average. The proportion of pupils with special educational needs and/or disabilities is average, but the proportion of pupils with a statement of special educational needs is well above average. The school has a hearing impaired unit. The proportion of pupils known to be eligible for a free school meal is above average. The school has gained the national Healthy Schools Award and Activemark.

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 Infants is a satisfactory and improving school. It has some good features and is moving in the correct direction to maintain the momentum of improvements. It is a caring school where staff have a thorough knowledge of pupils and their needs. The good support provided for hearing impaired pupils and vulnerable pupils with complex needs is a strong aspect of the school's work. As one parent said, 'I feel that the school provides a very positive and nurturing environment and I am very happy with it overall.' An effective partnership has been created with parents, carers and external agencies, although a small minority of parents and carers would welcome more communication with the school and information on how to support their children's learning.

Self-evaluation is satisfactory. Leaders and governors understand the school's strengths, and actions to tackle identified areas of weakness are beginning to have a positive impact on pupils' achievements. Improvements since the last inspection have led to greater involvement of all staff in setting the direction of the school's work and the new curriculum gives pupils more opportunities to plan and work together, and to apply their skills in a broad range of cross-subject themes. Through improved assessment procedures, pupils are also starting to evaluate their own and others' work with more frequency. This indicates that the school has a satisfactory capacity to improve further. Procedures to monitor the school's work are secure, although they do not always focus well enough on the impact of action taken on pupils' achievements.

Attainment has been average overall for the past three years. Attainment in writing fell slightly in 2010 to below average. There is no significant difference in the attainment of boys and girls by the end of Year 2. The proportion of pupils doing well for their age is average, although higher attaining pupils are capable of achieving more than at present. The progress pupils make overall is satisfactory including for pupils identified as having special educational needs and/or disabilities and those eligible for a free school meal. Leaders have put in place a large number of initiatives to boost pupils' achievement, including new assessment and monitoring procedures in classes and the new curriculum, and have increased the one-to-one support programmes even further. These are having a rapid and positive impact on improving pupils' achievement particularly through pupils' recent accelerated progress.

Teaching is satisfactory overall with some examples of good practice. In satisfactory, in contrast to good, lessons, expectations are not always high enough. Pupils in Key Stage 1 are starting to know how to improve their work more securely because of the improved procedures for written feedback in marking. Good examples of assessment give comprehensive information on what pupils are doing well and specific details of how they could get even better. However, the new assessment and monitoring procedures are not embedded fully to ensure that all pupils make good or better progress, especially the

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higher attaining ones. Teaching assistants are deployed effectively and provide good support for individual pupils. The revised curriculum provides opportunities for pupils to learn in more creative ways, including making better links between subjects. Not all lessons exploit the opportunities fully and it is too early to see the impact on raising pupils' achievements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of good teaching by:
 - raising expectations of what pupils are capable of achieving, especially higher attaining pupils
 - embedding the new procedures for assessing and monitoring pupils in classes to support early intervention for those making less than expected progress.
- Continue the focus on raising achievement by embedding the new creative curriculum and exploiting the opportunities fully to develop learning through the cross-subject themes.

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

Pupils enter the Early Years Foundation Stage with knowledge and skills below that expected for their age, particularly in their communication skills, and make satisfactory progress overall as they move through the school. The focus on improving pupils' reading and writing skills is starting to increase their progress. Pupils enjoy the additional opportunities to read with staff during the day and with their parents and carers during the 'book and biscuit club' after school. Work seen in Key Stage 1 indicates that pupils' writing is improving, especially in the structure of sentences, the accurate use of full stops and capital letters, and vocabulary. Pupils of all ages work confidently with computers and interactive whiteboards. Those with special educational needs and/or disabilities have well-targeted computer resources to support their learning, for example through the use of a touch screen to improve their manipulation skills. Teaching does not always make the most of every opportunity to extend pupils' basic skills through the new curriculum. In one particularly successful lesson, which combined English, science, design and technology and art, pupils were excited to make houses for the three pigs and then to test through the use of water spray and a 'hairdryer wolf'. Whether the houses were lit and were water and wind proof. In physical education lessons, pupils develop good body control, are confident to move around large apparatus and have developed good routines for the safe moving and placing of equipment. Pupils are engaged and motivated to learn. They enjoy coming to school. As one parent says, 'My child kicks her heels at the weekends, waiting for Monday, as she wants to be in school.'

Pupils say they feel very safe, know who to talk to if they have a problem and are confident that any issues are dealt with by staff. They show good care of each other. All pupils have two hours of physical education each week and they have a good understanding of how to lead a healthy and active lifestyle for their age. Pupils have a good range of opportunities to take responsibilities within the school and its local community. They particularly enjoy their roles and influence as school councillors, eco-

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agents and playground friends. Pupils were eager to show their work on how to improve the local environment, which they were preparing to send to local councillors, and said they were proud of helping others at playtimes. Pupils develop their spiritual, social and moral understanding well. They have good understanding of different cultures around the world, although their knowledge of the cultural diversity of the United Kingdom is not as strong. As all pupils learn sign language, this helps to ensure everyone is included in all aspects of the school's life. For example, the golden celebration assembly included songs and prayers with signing so that all pupils joined in with enthusiasm.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory as expectations are not always high enough to enable pupils to make better than satisfactory progress. A strength in most lessons is pupils' ability to work independently and in small groups; pupils cooperate well and listen to each other's ideas with respect. At times, activities and learning intentions are not set clearly so pupils do not understand what is expected of them and, consequently, do not persevere to complete tasks. In good lessons, work meets the needs of pupils with different abilities and staff use open-ended questions to extend pupils' knowledge and skills well. A bright and stimulating learning environment has been created in all classes and working areas. The large numbers of teaching assistants provide well-targeted support to individuals and groups of pupils, although at times they are not engaged fully in the introductory parts of lessons.

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Staff working with hearing impaired pupils provide good support at all times and ensure these pupils are included in all class activities alongside the specific one-to-one programmes that improve their communication, signing skills and learning. Teachers' use of observation and the new assessment procedures, to give meaningful feedback to pupils on how to improve, are not securely embedded in all classes. Where they are good, pupils are beginning to understand their targets for improvement.

The curriculum has been reviewed to provide more imaginative and creative links between subjects and to better meet the needs of boys. This is yet to impact fully on raising attainment, although boys observed during the inspection were engaged and learning in the same way as girls. Some pupils with special educational needs and/or disabilities have a highly personalised curriculum to match their needs. A good range of enrichment is offered through pupils' external visits to places of local interest and visitors to the school. Pupils talked with enthusiasm about the multi-cultural week when they learned Indian dances. Around a third of pupils take part in extra-curricular activities.

Pupils benefit from good care, guidance and support, especially those whose circumstances may make them vulnerable and those with special educational needs and/or disabilities. As a result, all pupils develop self-esteem and confidence; they are articulate and interested in the world around them and are unafraid to ask questions of adults. Relationships are strong between staff and pupils and many parents and carers comment on the availability of staff if they want to raise any issues concerning their children. Staff liaise effectively with external agencies when necessary, including for pupils displaying challenging behaviour, to bring about positive changes.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear vision for the school. She is unafraid to tackle difficult issues and has restructured the senior leadership team and increased the accountability of teachers for the progress of pupils in their class. New senior leaders are developing their roles and responsibilities, which include working with an independent School Improvement Partner to develop their skills in monitoring the school's work and to improve the quality of teaching. These improvements have yet to impact on pupils' attainment or to bring about consistently good teaching across the school. Leaders at all levels and teachers are using the new procedures to monitor pupils' progress and the subsequent interventions and actions are leading to the accelerated progress apparent this year. Staff feel included in setting the direction of the school and are passionate about providing the best opportunities for pupils. The school development plan is an easy document to access and

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has identified relevant priorities. Actions taken in recent years have led to positive changes reflecting an improving school. Leaders recognise the need to place more focus on evaluating the impact of these changes for pupils' achievement.

The governing body takes an active role in the life of the school and does everything possible to support its work. Although many governors are new, they are becoming increasingly confident in their role, including challenging the school and fulfilling their statutory duties. They contribute to setting the strategic direction of the school and are starting to monitor the impact of their decisions.

The school is highly inclusive; discrimination and bullying are not tolerated. The school is committed to promoting equal opportunities for all its pupils, as seen in the way it includes hearing impaired and physically disabled pupils, but because their progress is no more than satisfactory this limits pupils' capacity to gain from future opportunities. Procedures and policies are well-developed to ensure pupils are safe. Effective partnerships have been created with parents and carers and outside agencies, although a minority of parents and carers would welcome more communication and information about their children's progress. The school promotes community cohesion satisfactorily and has established effective links with the local community and other local schools. Leaders have already identified the need to improve community links nationally and globally and this is included in a development plan.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is satisfactory and improving. Children settle well into the life of the school and show enjoyment of the learning environment. They make satisfactory progress overall; progress improves by the end of the Early Years Foundation Stage. Children make most progress in their personal, social and emotional development

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and their speaking and listening skills. Weaknesses remain in linking sounds and letters and in boys' writing. Relationships are positive and contribute to children's personal development and well-being. Children feel safe and are confident to ask adults for help if they need it.

Staff work collaboratively and are sensitive to the needs of the children. A reasonable range of resources is used to support learning. Children enjoy the free-flow from indoor to outdoor play but activities do not fully extend their progress in all six areas of learning. The observation and assessment of children's learning and subsequent use of information in planning are satisfactory. Not all children are assessed regularly enough and staff are yet to ensure the information is used rigorously to inform future planning and to provide challenging tasks to stretch the more able.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A large majority of parents and carers who responded to the questionnaire are very positive about all aspects of the school and are happy that the school is meeting the needs of their children. All responses agreed that the school is led and managed effectively and most say that teaching is good and the school keeps their children safe. Inspectors found that teaching is satisfactory and the school has good arrangements to ensure the safety of pupils, including working with local authority services where applicable.

A quarter who responded indicated that inappropriate behaviour is not always dealt with well enough. Inspectors found that behaviour is good in classrooms and around the school. Most teaching uses good strategies for behaviour management, for example through positive praise and reinforcement of expectations for listening. Any off-task behaviour in lessons is dealt with swiftly and effectively by teachers or support staff. The school works closely with external agencies to help make positive changes to the behaviour of some pupils with challenging behaviour.

A very small minority of parents and carers indicated that the school does not inform them about their children's progress and how they can help support their children's learning, or take account of their suggestions and concerns. Inspectors found a range of methods for keeping parents informed, including newsletters and information boards, although leaders acknowledge the need to reinforce communication. The new monthly parent representative meetings are increasing the opportunities to listen to and respond to issues raised by parents and carers. A few parents' and carers' responses suggest their children are not making enough progress. Inspectors found progress to be satisfactory and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park View Infant 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	65	15	29	2	4	1	2
The school keeps my child safe	30	59	18	35	2	4	0	0
My school informs me about my child's progress	20	39	23	45	8	16	0	0
My child is making enough progress at this school	20	39	22	43	7	14	1	2
The teaching is good at this school	25	49	20	39	4	8	0	0
The school helps me to support my child's learning	19	37	22	43	6	12	0	0
The school helps my child to have a healthy lifestyle	21	41	27	53	1	2	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)	18	35	19	37	4	8	1	2
The school meets my child's particular needs	21	41	23	45	3	6	2	4
The school deals effectively with unacceptable behaviour	17	33	19	37	12	24	0	0
The school takes account of my suggestions and concerns	17	33	25	49	7	14	1	2
The school is led and managed effectively	23	45	27	53	0	0	0	0
Overall, I am happy with my child's experience at this school	25	49	19	37	5	10	1	2

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 February 2011

Dear Pupils

Inspection of Park View Infant School, Basingstoke, RG22 6RT

Thank you for making us feel so welcome and for talking to us when we came to visit your school recently.

Your school provides you with a satisfactory standard of education that is improving. Adults know you well and take good care of you. You all use signing to ensure all pupils feel included in the school. We particularly enjoyed watching your celebration assembly where you sang about sunshine in your heart using signing. You told us that you enjoy coming to school and taking responsibilities, and that you particularly enjoy being eco-agents and playground friends. You work well together in class and behave well. You make satisfactory progress and reach average standards by the time you leave the school.

We have asked the school to do two things. The first is to increase the amount of good teaching. This will help you make even more progress and you can help by concentrating on your work all the way through lessons. The second is to ensure the new curriculum is really working as well as it can in all lessons.

You can all help to speed up your progress by listening hard, responding to teachers' feedback and by wanting to attain your best.

I hope that you keep working hard, and continue enjoying school and learning new things. Thank you once again for showing us your school.

Yours sincerely

Judith Rundle

Her Majesty's Inspector

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