

Parkend Primary School

Inspection report

Unique Reference Number	115553
Local Authority	Gloucestershire
Inspection number	357776
Inspection dates	13–14 January 2011
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Lynda Wallis
Headteacher	Rosalind Escott
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed 12 lessons or parts of lessons with four teachers being seen including one supply teacher. Inspectors held meetings with representatives of the governing body, members of staff and pupils; they also spoke to a number of parents and carers. They observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; the governing body minutes; the school's assessments of pupils' attainment and progress; the records held on vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 23 parents and carers.

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

- The achievement in mathematics of pupils at Key Stage 2 to determine whether teaching is sufficiently challenging.
- The provision for mathematics within the wider curriculum.
- The effectiveness of the strategies to support community cohesion.
- The use of the outdoor area in the Early Years Foundation Stage.

Information about the school

This primary school is smaller than average and serves the village of Parkend and the surrounding area. Since the last inspection it has reduced from three to two classes. Almost all pupils are White British with only a few from other ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. The current headteacher is leaving due to promotion and, to reflect the falling role, the governors have entered into a collaborative arrangement with a local school, recently judged as outstanding by Ofsted, to share the headteacher. This arrangement starts on an acting basis from the beginning of February 2011 and the headteacher will become the substantive executive headteacher with effect from April 2011. An independent pre-school located on the school site provides some before- and after-school care. The school has received the Activemark and the Global School 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

The school provides a satisfactory education for its pupils. Parents value the welcoming family atmosphere. Pupils' strong personal development, especially their excellent understanding of how to stay safe, reflects the good quality care, guidance and support they receive. The procedures for safeguarding are good. Links with parents and carers are strong. Behaviour is good and pupils make a strong contribution to the school and wider community as a result of the good strategies to promote community cohesion.

Achievement is satisfactory and pupils make satisfactory progress. Nevertheless, there are some variations in the progress made. Children in Reception and pupils in Years 1 and 2 make good progress due to the improved quality of teaching. Pupils in Years 3 to 6 make satisfactory progress but this masks the good progress made in English due to consistently good and sometimes outstanding teaching in that subject. Attainment overall is average. It is above average at the end of Year 6 in English, but attainment in mathematics is lower than in English and holds down overall attainment. The provision for mathematics is inconsistent and does not meet the needs of the pupils in Years 3 to 6 well enough. Information on how well pupils are progressing is used effectively in English to plan work that challenges pupils well, but this is not as strong in mathematics. The individual mathematics targets set for pupils are not challenging enough to raise attainment and progress quickly enough to match that in English. Pupils with special educational needs and/or disabilities are supported well by capable teaching assistants who ensure they are fully included in lessons.

The school has an accurate view of its strengths and weaknesses and an appropriate action plan for addressing areas of improvement. The systems for recording and analysing data on pupils' attainment and progress are satisfactory but are neither easily accessible nor analysed in a sufficiently sophisticated manner. This limits their effectiveness to enable the performance by groups of pupils or in subjects to be quickly and easily interpreted. Since the last inspection the provision for the Early Years Foundation Stage has improved and attainment and progress in Years 1 and 2 and in English at Year 6 have improved. The strengths in pupils' personal development have been maintained. This indicates that, despite the slower improvement in mathematics, the school has a satisfactory capacity to improve further.

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?

- Improve the provision for mathematics in Years 3 to 6 in order to raise achievement in this subject to match that in English by:

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- ensuring that by September 2011 the amount of time spent on mathematics across the curriculum is more closely matched to that spent on English
- seeking ways of improving the environment in which mathematics is taught to enable a wider range of teaching styles
- making better use of assessment information to plan lessons and set targets that challenge all pupils to achieve of their best.
- Improve the systems for recording and analysing information on pupils' attainment and progress by September 2011 so that:
 - all leaders and managers have a clear picture of how cohorts and groups of pupils are achieving compared to other schools
 - data are more readily available and accessible to teachers and school leaders.

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

Pupils enjoy school and are keen to learn. The very small cohorts mean that children's skills on entry can vary from year to year. Typically, they are in line with those expected at this age. The recent improvements in the Early Years Foundation Stage enable good progress to take place and children start in Year 1 with above- average attainment. The consistently good teaching in Years 1 and 2 means that attainment at the end of Year 2 is on track to be well above average this year. Challenging but realistic targets have been set for attainment at the end of Year 6 and pupils also have individual targets for learning. Nevertheless, in some lessons in mathematics in Years 3 to 6 not enough attention is given to these targets or the differing abilities of pupils. This means that some lower-attaining pupils are sometimes faced with work that is too difficult for them while some more able are not challenged enough. This limits their progress. In contrast, pupils in Years 1 and 2 have work matched more closely to their needs and, as a result, are making better progress. In a mathematics lesson in Years 1 and 2 observed during the inspection, teaching was modified for lower-attaining pupils to enable them to develop a better understanding of how to tell time. More-able pupils were introduced to digital time as well and the most able were given challenging problems involving time. This enabled all pupils to learn effectively and make good progress. Pupils with special educational needs and/or disabilities make the same satisfactory progress as other pupils.

Pupils are polite, friendly and confident when talking to visitors to the school. They reported that there is no bullying and they trust teachers to deal effectively with any that might occur. Pupils make a good contribution to the school and local community. They undertake a wide range of responsibilities such as school council representatives, or as 'Helping hands' on the playground helping to look after younger pupils. The award of Activemark and the high take-up of the many sporting opportunities demonstrate pupils' strong understanding of how to keep fit. Pupils understand about healthy eating and are keen to talk about their school garden and the vegetables they grow there. Pupils take part in the Parkend Carnival and older pupils wrote to the local Member of Parliament and councillors recently in support of the local library. The wider personal skills gained from these activities together with their strong information and communication technology (ICT) skills help prepare them satisfactorily for their future lives. Pupils clearly know right from wrong and show respect for themselves and others. They are curious about the

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world about them. They demonstrate good social skills and work together harmoniously. Pupils have a strong understanding of other cultures.

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	1
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	2
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?

Many lessons in English across the school and in mathematics in Years 1 and 2 are motivating and stimulating. Strategies to provide opportunities for writing across the curriculum are effective. For example, the recently developed link with an inner-city school has not only provided opportunities to enhance pupils' understanding of other geographical areas, cultures and religions, but has also provided a good stimulus for writing. Pupils in Years 5 and 6 have used ICT effectively to write good-quality newspaper accounts of the visit from pupils at that school to Parkend. In contrast, although improving, fewer opportunities are taken to integrate and extend mathematics across the curriculum in the same way. Mathematics for Years 3 to 6 is taught in a very small internal room which limits the range of teaching strategies that can be used. Focusing mathematics upon timetabled periods in that room also limits the amount of time spent on mathematics within the wider curriculum.

The provision within the curriculum for pupils' personal development is good. Visits and visitors to the school enhance learning in many areas. Particularly good use is made of the local Forestry Commission centres and the expertise of their staff. Partnerships with other local schools provide good opportunities for sport. Pupils identified as gifted and talented

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in English and mathematics are supported through links with local schools, but fewer opportunities exist for this type of support in areas such as the arts and sport.



Pastoral care is strong. Adults know the children well. Child protection procedures are detailed and well known to all staff. The school works closely with parents to support their children's learning and improve attendance. The additional needs of those pupils deemed vulnerable are met well and they are supported effectively by the teaching assistants to ensure they are included in lessons.

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?

In this very small school staff work as a close team. They share with the governing body an ambition to improve the school and raise standards that is the drive behind the improvements noted. The school takes suitable steps to prevent discrimination, and detailed records on the progress of individual pupils are used effectively by the headteacher, in discussion with staff, to monitor the provision for equality of opportunity, which is satisfactory. Nevertheless the information gained from data is not easily accessible to other leaders and managers. Data analysis is not sophisticated enough to provide subject leaders and governors with clear information to use when prioritising the areas for improvement identified through school self-evaluation. This limits the effectiveness of some of the actions taken to bring about further improvement.

The governing body supports the school well and ensures safeguarding is robust. Governors and staff undertake regular training to ensure that best practice is adopted. Risk assessments are thorough and the views of parents are taken into account. The governing body is proactive in setting a clear strategic direction for the school. It makes effective use of partnerships to obtain advice and support. The new leadership arrangements are providing access to an experienced executive headteacher and bringing the ability to share subject expertise between the schools in order to strengthen middle management, particularly in mathematics.

Community cohesion strategies are effective, especially at a local level. The newly  developed links with an inner-city school are strengthening them at a national level and the school's work to promote understanding at an international level is recognised by the recent Global School award.

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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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught alongside Years 1 and 2. Strong links with the on-site pre-school ensure a smooth transition. Routines and strong links with parents and carers help children new to the school to feel secure and cared for when they start their education. The strong teamwork between teacher and teaching assistant ensures that the welfare needs of the children are met well.

Children start Year 1 well prepared for learning and with above average standards. Opportunities for children to learn through purposeful play have improved since the last inspection and adults ensure a good balance between this feature and direct teaching. In one lesson observed children's language skills were developed well through a role play in 'homes and cars' built by the children using large clothes and the classroom chairs. Children were totally engrossed in the activity and their vocabulary was enhanced by the good-quality questioning from the teaching assistant. Many opportunities are provided to use the much-improved outdoor area. This rich environment enables all children to grow in confidence and build securely on their previous experience.

The Early Years Foundation Stage is led and managed well. The well-organised and attractive environment is used effectively to support a stimulating curriculum that provides a good degree of challenge to children. The expertise and skill of the adults and effective systems for checking on children's progress ensure that all individuals are challenged to achieve well. Whole-class activities are planned well to enable more-able children to join in with Year 1 activities when they are ready, but occasionally some of the most able are not challenged effectively enough.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

About half of the parents who returned questionnaires also made comments on the school. Typical of the positive comments was 'The school is very supportive giving the feeling of an extended family.' A few were concerned about the progress made in mathematics or the way the school is led and managed.

Inspectors agree with the positive comments of parents. Inspection evidence shows that progress in mathematics is less than that in English and that 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 Parkend 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	70	7	30	0	0	0	0
The school keeps my child safe	13	57	10	43	0	0	0	0
My school informs me about my child's progress	12	52	9	39	2	9	0	0
My child is making enough progress at this school	11	48	12	52	0	0	0	0
The teaching is good at this school	15	65	7	30	1	4	0	0
The school helps me to support my child's learning	15	65	8	35	0	0	0	0
The school helps my child to have a healthy lifestyle	11	48	12	52	0	0	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)	9	39	12	52	2	0	0	0
The school meets my child's particular needs	11	48	10	43	2	9	0	0
The school deals effectively with unacceptable behaviour	10	43	13	57	0	0	0	0
The school takes account of my suggestions and concerns	7	30	16	70	0	0	0	0
The school is led and managed effectively	7	30	9	39	3	13	0	0
Overall, I am happy with my child's experience at this school	18	78	5	22	0	0	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 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.



15 January 2011

Dear Pupils

Inspection of Parkend Primary School, Lydney GL15 4HL

Thank you for making us welcome when we came to visit you. We enjoyed talking with you about your school.

Yours is a satisfactory school that is improving due to the hard work of your teachers. You reach standards similar to those attained in most schools. Here are some of things that we liked about your school.

- You told us you feel extremely safe in school and your understanding of how to stay safe is excellent.
- Those of you in Reception learn well and start Year 1 with above average standards.
- Attainment in English is above average in Year 6 and you learn well in this subject.
- The school looks after you well and helps you have a good understanding of how to keep healthy and stay fit.
- You make a good contribution to school life through taking on responsibilities such as membership of the school council and your understanding of how to get on with people from different faiths and backgrounds is good.
- You behave well and this creates a friendly family atmosphere in your school.

In order to help your school improve further we have asked the headteacher and governors to:

- improve the progress you make in mathematics to match that in English by looking at the way mathematics is taught in Years 3 to 6
- improve the way the information they have on your attainment and progress is recorded and analysed so that they can check on how well the school is doing more easily.

Yours sincerely

Stephen Lake

Lead inspector

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