

# Parkland Primary School

## Inspection report

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<b>Unique Reference Number</b>	120080
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358688
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	Michael Miller

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Ainsworth
<b>Headteacher</b>	Jane Windsor
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	St Thomas Road South Wigston, Wigston LE18 4TA
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons and 15 teachers were seen. They held meetings with the governing body, staff and a group of pupils. They looked at pupils' work and attended assembly. They talked informally with pupils, and met with parents and carers at the start of the school day. School documents were scrutinised including policies, development planning and self-evaluation, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were examined as well as the headteacher's reports to the governing body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 115 parents and carers, 45 members of staff and 141 pupils.

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

- The work currently being undertaken by the school to raise pupils' attainment and improve their achievement across all year groups.
- The work teachers are undertaking to improve pupils' progress through planning to meet individual learning needs and styles.
- The ways in which the school is using assessment information about its pupils in order to ensure all groups are challenged suitably.
- The ways through which the school's leaders, at all levels, monitor and evaluate the school's work in order to secure further improvement.

## Information about the school

This is a larger-than-average primary school, with pupils transferring to secondary high schools at the end of Year 5. It serves a community which extends beyond its catchment area and into a neighbouring local authority. The percentage of pupils known to be eligible for free school meals is above average. The very large majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The numbers of pupils joining or leaving the school during the course of a year are higher than average. The school has achieved the Healthy Schools Award and gained an Eco School Silver award.

**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

This is a satisfactory school. Children enter the Early Years Foundation Stage with skills below those expected for their age in all aspects of their learning. Pupils make satisfactory progress as they move through the school, but attainment remains below average by the end of Year 5. After the last inspection, attainment fell from below average to low, with a significant dip in attainment at the end of Key Stage 1. The school has been recovering gradually; standards and rates of progress have been improving year on year. From September 2009, this has been aided by the headteacher ensuring the school's voluntary inclusion in the Improving Schools Programme (ISP: a national strategy for school improvement). The school has been supported well in this by the local authority, which is continuing to support the school throughout the second year of its ISP. Consequently, pupils' progress throughout the school is accelerating. The school has satisfactory capacity for improvement, but is still in the process of establishing a longer-term track record of increasing pupils' progress and improving achievement.

The headteacher, ably supported by her deputy, has ensured a thorough review of the school's systems. Self-evaluation, the tracking and assessment of pupils' performance and school improvement planning are all now reliable; actions based on these, and target setting, are becoming increasingly effective. The school is becoming increasingly successful in closing the gap towards the point where pupils may attain the nationally expected levels for their age in key areas of literacy and numeracy. Staff have benefited well in the last year from the ISP scheme. Teaching is satisfactory overall. School case studies show, and inspectors' observations confirm, how support and professional development have helped to reduce the amount of unsatisfactory teaching. Good practice exists within the school, but the proportion of consistently good teaching is insufficient to support good progress. Some unsatisfactory teaching remains, particularly in Key Stage 1. This is a challenge for the school as improvements in the Reception classes are ensuring that increasing numbers of children are reaching average levels when they start Year 1.

Senior leadership is strong and middle leadership is developing well. However, some middle and subject leaders are still acquiring the skills and approach needed to support senior leaders fully in their resolute drive to improve teaching, learning and pupils' progress. Improvements are being made, but approaches remain inconsistent. For example, the effectiveness with which assessment is used in lessons, planning is adapted to meet the needs of individuals and pupils' understanding is checked varies between classes, as does the level of challenge for pupils. Children's speaking and listening skills are generally well below expectations when they start in Reception; this affects their subsequent literacy development. When teaching is weaker in the main school it does not maximise potential opportunities to develop pupils' oracy skills, use questioning regularly to enable pupils to explain their thinking, or involve pupils sufficiently in lessons. There are some good working partnerships between teachers and support staff, which serve well the

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needs of their pupils with special educational needs and/or disabilities. However, a few teachers give either insufficient guidance to support colleagues or become a little over-reliant on their input.

The school does have special strengths in the pastoral care it offers, which results in some good outcomes in pupils' personal development. Pupils adopt healthy lifestyles enthusiastically. Inspectors agree with the very large majority of parents, carers, staff and pupils completing the questionnaires that the school provides a safe environment and that the pupils enjoy school. Pupils develop a good sense of responsibility within the school community and are well-regarded in the locality.

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

- Raise standards in Years 1 and 2, and accelerate pupils' learning and rates of progress throughout the school by:
  - ensuring all pupils gain good basic skills and reach nationally expected levels by the end of Years 2 and 5
  - making more effective use of opportunities for the development of pupils' writing and oracy skills across the curriculum
  - helping all pupils to think more deeply about their learning.
- Increase the proportion of good teaching by ensuring that teachers:
  - plan lessons to take more account of pupils' prior attainment and the learning needs of individuals as well as groups of pupils
  - establish a more consistent approach to using assessment during lessons to check pupils' understanding of their learning
  - use teaching methods which involve pupils of all abilities more actively in lessons and provide them with interest and increasing challenge
  - develop the partnership with support staff to ensure carefully planned intervention activities which are evaluated routinely to measure their success and effectiveness.
- Strengthen the leadership and management by:
  - ensuring all middle and subject leaders develop fully, as part of their monitoring work, the skills they need to support senior leaders in their approach to improving teaching, learning and pupils' progress.
- 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.

**Outcomes for individuals and groups of pupils**

<b>3</b>
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Learning is made the more enjoyable for pupils when they are enabled to be involved more fully in lessons. This was seen in an English lesson in Year 2 when pupils were working creatively and cooperatively to think of words beginning with particular sounds. Their imagination was also stimulated when thinking about sentences for their story writing work. In such activities, pupils are challenged. Pupils usually know their 'must,

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should, could' targets, but are not always clear how to interpret them, or make improvements. Different groups of pupils (including those with special education needs and/or disabilities) are making satisfactory progress in relation to their prior attainment, although the attainment of individual year groups often depends upon the proportion of those with special educational needs or the numbers who enter or leave the school during the course of a year. Inspectors agree with the school's self-evaluation of low attainment, as outcomes have been significantly below average for the past three years. However, the trend for improvement has been consistently upwards and points to the school closing the gap to broadly average in the near future.

Through their personal, social and health education, pupils become well informed about risks both within and beyond the school and know how to keep themselves safe while using the internet. Pupils are eager to talk about the ways they keep healthy and are keen on sports and other outdoor activities. They know all about healthy eating and have helped the school gain its Healthy School status. Pupils appreciate that their concerns are listened to and that staff will always help in times of trouble. Pupils readily help each other, and this contributes well to the ethos of the school as a community. Community responsibility is also reflected well through the activities of the pupils' Eco Group. Behaviour around school is respectful, but attitudes sometimes slip in lessons when a task or teaching is less interesting. Pupils are keen to volunteer and support the school community in a range of ways. They understand and appreciate that people have different beliefs, and discuss these sensibly. However, pupils have a more limited understanding of multicultural diversity on a broader national or international stage.

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*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Lesson objectives are usually displayed prominently for the pupils. However, those with reading problems sometimes have difficulty in interpreting these without specific help. Classrooms are usually organised well and resources used effectively. Marking is satisfactory and mostly points pupils towards their next steps in learning. The good teaching at the school is typified by a good pace to lessons, which stimulates pupils' interest. Pupils' attitudes are then keen because they appreciate what their teacher has to offer. They are involved through questioning, and the use of discussion partners, which supports the development of their understanding and tests their knowledge. However, sometimes teachers simply talk at the pupils. This affects the quality of learning because pupils become passive listeners, not active learners. Weaker teaching tends to assume the pupils have absorbed instructions and does not check their understanding. Consequently, some pupils struggle to work independently without direct adult support. Where there is inadequate teaching, lesson planning does not provide for tasks designed to meet the specific needs of individual pupils.

Teachers are given time to plan together, and this is encouraging opportunities for the sharing of ideas, experiences and good practice. This is also helping to develop common themes for learning and is promoting cross-curricular links between subjects. This is enabling a more flexible curriculum. However, opportunities are not grasped consistently to develop pupils' oracy and stimulate writing across the curriculum. Extra-curricular

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activities through school partnerships are good. Some excellent Year 5 artwork resulted from recent enrichment work with a visiting artist.

Good pastoral care supports pupils well, and transition arrangements between all phases of education are good. The school ensures its pupils and their families receive good support through its partnerships with outside agencies and local authority services. Support for pupils with special educational needs and/or disabilities is satisfactory overall. A few teachers allow support staff to spoon-feed pupils at times, so prolonging dependency on adult intervention. The school has implemented a range of successful strategies to improve attendance and raise the profile of attendance in the minds of pupils and parents alike.

*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>3</b>

## How effective are leadership and management?

The headteacher and her deputy are monitoring well the quality of teaching and learning. They have a very accurate understanding of the school's strengths and weaknesses. Some middle and subject leaders are becoming increasingly involved in monitoring activities but this has yet to extend fully throughout the school's leadership structure. The school has been through a difficult period in its history since the last inspection. However, in the past year, under ISP and through other education partnerships, reforms are starting to have a positive impact on reshaping the school and its approach. Teaching and learning have improved satisfactorily. This is helping the school in its drive to ensure equality for all its pupils, and to close the gap with expected national levels of attainment. The school's approach to tackling discrimination is also reflected in the respect pupils show for each other.

The governing body fulfils satisfactorily its statutory role. Through their questionnaires a few staff indicate there could be closer direct links and dialogue with governors. The governing body ensures pupils are safeguarded well. Risk assessments show careful monitoring and attention to maintenance. Child protection, and support for pupils whose circumstances make them vulnerable are very good. The school has explored how it may contribute further to its community and through its extended provision. It has organised courses for families to help them support their children's learning, but the take-up for these has been relatively low. Those parents attending have found this provision most helpful. There is sound action planning in place regarding community cohesion and for the development of the school's national and international links, but these have yet to be established fully.

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*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>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Since the start of the current academic year a new, collaborative leadership and management team has been established in the Reception year. While the impact of this has yet to be felt fully, the team is building upon improvements already achieved during the last academic year. Discussion with staff confirms they are starting to use their individual skills and strengths to good effect. Their ideas for future development are based firmly on good practice for the Early Years Foundation Stage. Work, initiated by the headteacher, has improved the Reception base environment significantly. Staff are using its resources and facilities imaginatively. A programme of home visits is enabling the effective initial assessment of children's needs when they start school. 'Learning Journey' assessment files build up a consistent picture of the children's progress and development. The base is staffed well by teachers, nursery nurses and other learning leaders. Standards seen for the new intake confirm that children typically enter the school with skills below those expected for their ages; children's communication and language skills are often weak. Planning for an increased focus on the teaching of letters and sounds, and the development of speaking and listening skills has been introduced to accelerate learning. School data confirm below-average attainment overall across the various areas of learning on transfer to Year 1; this represents satisfactory progress. There is good attention to the children's welfare and a positive approach to their personal, social and emotional development in order to prepare them for active learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Most parents and carers responding to the questionnaire are supportive of the school. A few are concerned the school is not enabling their children to make sufficient progress or preparing them well enough for their future. Inspectors find that pupils' rates of progress have improved steadily over the past few years, but agree this has not yet enabled pupils to achieve nationally expected standards by the end of Years 2 and 5. The school has been more successful in preparing pupils for the future through their personal development. A few parents feel behaviour is an issue. Inspectors find that, while there are some inconsistencies, the school's behaviour management approaches work well for most pupils. A small minority of parents feel the school does not take account of their views. Inspectors find there are good channels for communication and the school's leaders do take appropriate action regarding parents' suggestions and concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Parkland 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	56	44	38	4	3	1	1
The school keeps my child safe	64	56	48	42	1	1	0	0
My school informs me about my child's progress	38	33	63	55	6	5	1	1
My child is making enough progress at this school	42	37	47	41	17	15	1	1
The teaching is good at this school	45	39	60	52	4	3	0	0
The school helps me to support my child's learning	48	42	48	42	9	8	0	0
The school helps my child to have a healthy lifestyle	52	45	56	49	2	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)	26	23	67	58	6	5	0	0
The school meets my child's particular needs	47	41	52	45	11	10	0	0
The school deals effectively with unacceptable behaviour	44	38	48	42	11	10	3	3
The school takes account of my suggestions and concerns	38	33	54	47	11	10	0	0
The school is led and managed effectively	48	42	56	49	4	3	2	2
Overall, I am happy with my child's experience at this school	61	53	43	37	6	5	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are 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 and spring terms 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. 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 pupils' 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.**



29 September 2010

Dear Pupils

**Inspection of Parkland Primary School, Wigston, LE18 4TA**

We would like to thank you for the very friendly welcome you gave us when we visited your school. We enjoyed talking with you and the way you shared with us your experiences of school life. Yours is a satisfactory school.

These are some of the things we found are best about your school.

You receive a good start to your school life in the Foundation Stage (Reception class).

You cooperate well together and are prepared to take responsibility.

Your understanding of the importance of living healthily is good.

Adults look after you well, just as you take good care of each other.

We have asked your headteacher and the other teachers to do three main things to help you achieve even more during your time at school. First, we have asked them to help you gain higher standards in your literacy and numeracy work by the time you reach Years 2 and 5. We are setting you all the challenge to achieve this by the end of the school year. You can help here by continuing to work hard at your English and mathematics work. Second, to help you learn even better, we have asked your teachers to develop the ways they plan lessons, assess your work and progress, and help you to think about your work. We have also asked your teachers to develop the ways they work with your teaching assistants, and other staff, to help support those who find learning more difficult. Finally, we agree with the direction your headteacher is leading the school and the ways she is working to help other leaders at the school to improve teaching and your learning and progress.

Your school motto is 'Learning Together' and your headteacher emphasises the importance of 'quality progress through quality work'. Please continue to strive for both these aims as they will help you all to achieve your best. We wish you all well for your future.

Yours sincerely

Michael Miller

Lead inspector

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