

Park View Infant School

Pinkerton Road, Basingstoke, RG22 6RT

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In recent years, pupils have not made good enough progress to raise their attainment sufficiently by the end of Year 2.
- Leaders do not check rigorously enough the impact of the changes made to improve teaching. More consistently good teaching is required to speed up pupils' progress.
- Governors do not hold the school to account to the extent that they should.
- The match of tasks to pupils of different abilities does not provide consistently good challenge to their reasoning and thinking in mathematics, reading and writing.
- Teaching does not regularly clarify for pupils the precise purpose of lessons, or how successful learning can be achieved.
- Expectations for neat presentation and correct letter formation are not high enough, especially in Years 1 and 2.
- When children are involved in their independent activities in the Nursery and the Reception classes, they do not have enough opportunities to practise the new words that they have learnt.
- When teachers mark pupils' books, they do not regularly record the level at which each pupil is currently working so that they can quickly gauge the extent or lack of progress.

The school has the following strengths

- The school has a warm and welcoming ethos.
- Teachers are particularly skilled at creating good relationships with pupils so that pupils are happy at school.
- Members of staff are proud to be associated with the school.
- Pupils have positive attitudes to learning, behave well, and feel safe at school.
- The inclusion of pupils is good because teaching assistants help the less able to make similar progress, and communication assistants give those with hearing impairments good support, both in the specialist resource base and in lessons.
- Members of staff have created a calm atmosphere and an attractive environment in the Nursery and the Reception classes.
- Leaders and teachers have the strong support of parents, and have developed a good partnership with them.
- Pupils' attendance has improved and is above average.
- Arrangements to safeguard pupils are good, and the school supports any who are vulnerable especially well.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons, of which four were joint observations with the headteacher and deputy headteacher. Inspectors also heard some pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school’s staff, the Chair of the Governing Body and three other members, and a representative of the local authority.
- Because there were not enough responses, inspectors were unable to take account of the on-line questionnaire (Parent View) in planning the inspection. They analysed the 18 responses that were on Parent View by the end of the inspection.
- Inspectors also took account of the 37 responses to the questionnaire for school staff.
- Inspectors observed the school’s work, and looked at a range of documents, including the school’s own information on pupils’ current attainment and progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding, and management of the performance of staff.

Inspection team

Chris Grove, Lead inspector

Additional Inspector

Christine Pollitt

Additional Inspector

Full report

Information about this school

- The school is broadly average in size.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to support particular groups of pupils who might underachieve) is above average. There are no children who are looked after by the local authority or who are from service families.
- The proportion of disabled pupils or those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school includes specially resourced provision for pupils with special educational needs in the form of a unit for five pupils with hearing impairments.
- Among the school's accreditations is the Eco Schools (Silver) award.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching by improving the extent to which teachers:
 - clarify more regularly for pupils the precise purpose of lessons and make sure that criteria for good learning are more consistently set for them
 - set higher expectations, especially in Years 1 and 2, for neat presentation and correct letter formation
 - provide more opportunities for children in the Nursery and the Reception classes to practise new vocabulary in their independent activities.
- Raise pupils' attainment, particularly in mathematics, by:
 - making all pupils think more through improving the match of tasks to groups of different abilities
 - making clear in marking the current level of pupils' work so that teachers can more quickly gauge progress and identify any pupils at risk of underachieving.
- Improve the effectiveness of leadership and of governance by ensuring that:
 - more rigorous checks are made on the impact of recent changes in teaching
 - members of the governing body develop the skills to hold school leaders more effectively to account for the performance of the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment by the end of Year 2 has been lower over the last two years than previously. Attainment in 2011 was below average in mathematics, reading and writing. In 2012, there was some improvement in pupils' attainment in reading and writing, though attainment remained below average in mathematics.
- Pupils' progress requires improvement. Inspection evidence shows that in recent years pupils have not made sufficient progress to raise attainment by the end of Year 2. However, the current rate of pupils' progress is faster than previously, especially in English.
- The school is good at including pupils who are less able, and those with hearing impairments within the specialist resource base, so that they make similar progress to that of others.
- Children's knowledge and skills when children first enter the Nursery or the Reception classes are below, or well below, those which are expected for their age, especially in their communication and language skills and their personal development. The school's evidence shows consistently low starting scores in early language skills from year to year, but greater variability in starting points for number work.
- Children make broadly expected progress in the Reception Year, although attainment in language skills, including understanding of vocabulary, typically remains below that which is expected.
- Lower attaining pupils in Years 1 and 2 apply their knowledge of phonics (linking letters and sounds) to pronounce less familiar words correctly. Although many of these pupils are beginning to develop confidence in their reading skills, a majority also say that they do not read at home.
- In 2012, those pupils supported by the pupil premium improved their attainment in writing and mathematics, although not in reading, at a faster rate than other pupils in the school, when measured by average point scores in assessments at the end of Year 2. The school is using this funding to good effect. Teaching assistants, for example, have had additional training in programmes designed to raise attainment in literacy, and others have been trained to provide improved emotional support. This illustrates the school's clear commitment to promoting greater equality of opportunity and addressing discrimination.

The quality of teaching

requires improvement

- Improvements are required to teaching because it has not resulted in consistently good progress over time, or led to higher attainment by pupils.
- Teachers often plan and provide different tasks for pupils of different abilities. However, the match of tasks to the learning needs of different groups is not in practice consistently good, and, consequently, pupils are not always given work that is appropriately challenging in lessons, including those in mathematics.
- Teachers' planning does not consistently include a clear purpose for pupils' learning or criteria to judge how far learning has been successful and this slows pupils' progress. However, in a well organised lesson in Year 2, one teacher helped to bring about success by drawing pupils' attention to the criteria for good learning. She also provided a good match of tasks to different groups of pupils, and encouraged pupils to develop their reasoning, leading to effective learning.
- Not all teachers set high enough expectations for neatness and good presentation by pupils. Not enough attention in Years 1 and 2 is given to the correct use of letters. For example, some pupils write capital letters within words, such as recording 'play' as 'pLay'. Similarly, some have not learned to form all their letters correctly. The school is aware, also, that one reason for these weaknesses is because some pupils in Year 1 have not had enough opportunities and practice at recording work in writing.
- Pupils get positive feedback and advice from teachers' responses to their work. However, in marking pupils' books, teachers do not record the current level of attainment, which would

enable them to identify more quickly any pupils who are not making expected progress.

- Across the school, teachers form good relationships with pupils, and build well on those relationships in classroom work. As a result, parents who completed Parent View all agree that their children are happy at school, and are well looked after.
- A calm, bright environment has been established in the Nursery and Reception classes, providing good support for the development of children's personal skills. There is some good practice in the teaching of early literacy, involving appropriate challenge for learning, although opportunities to reinforce new vocabulary in children's independent activities are missed.
- Teaching in the specialist resource unit provides strong encouragement and support for pupils with hearing impairment.
- Teaching assistants regularly help to see that less able pupils and those with special educational needs make similar progress to that of others. Pupils with hearing impairments are consistently well supported by the communication assistants so that they too make a similar rate of progress as their peers.

The behaviour and safety of pupils are good

- The positive climate for learning and calm atmosphere result in pupils' good attitudes and behaviour in lessons and around the school.
- In classrooms and assembly, pupils listen well to their teachers, and enjoy cooperating with others, for example discussing their learning and understanding with a partner. Pupils apply themselves well in lessons when teachers set tasks for them.
- Pupils enjoy the contact with friends in the playground, where adult supervision is usually good. They make good use of the opportunities to use small play equipment, although on occasion a few pupils can be boisterous or inconsiderate of others. In the hall at lunchtime, behaviour is calm and sensible because expectations have been well set.
- Pupils feel safe at school, because they are taught to understand issues such as 'stranger danger' and the need for e-safety. Every parent who took part in the survey agreed that their child feels safe in school, as did all the members of staff who completed a questionnaire.
- Pupils say that there is little bullying. There is some teasing, but pupils are confident that adults sort out the problem if it occurs.
- The rate of attendance is above average, and has improved since the last inspection.

The leadership and management requires improvement

- Leadership and management require further improvement because pupils' achievement and the quality of teaching are not yet good.
- The headteacher, Deputy Headteacher and other members of the Senior Leadership Team undertake classroom observations of teaching. Other leaders are involved in activities to monitor the quality of learning, as is the leader of the specialist resource unit. Considerable effort is applied to gather evidence about teaching and learning, and to bring about improvements. However, changes made to teaching are not checked sufficiently rigorously to know if they have a good impact.
- The headteacher has a positive vision for the school, and is well supported by the deputy headteacher and other leaders. Their success in this respect is reflected in the welcoming ethos, and parents' supportive Parent View responses which, with hardly an exception, would recommend the school to others. Members of staff, also, are unanimous in expressing pride in their association with the school.
- The local authority has reviewed recent performance with the school and has brought to leaders' attention the changes necessary to secure improved progress.
- The way subjects and topics are taught focuses appropriately on developing pupils academically and personally. Recent local authority support is promoting well improvements in mathematics.

Initiatives to widen pupils' horizons include participation in the National Gallery's 'Take One Picture' scheme to promote school artwork, and construction of the 'solar dome' to support outdoor education.

- Much is done to foster pupils' spiritual, moral, social and cultural development. For instance, the school council provides leadership opportunities for pupils. The Eco-Schools award attests to the good impact of pupils as 'eco agents' promoting recycling. Participation in Deaf Awareness Week reinforces the good work of the specialist resource unit.
- A strength of the school is the range of initiatives that are resulting in the closer partnership with, and greater involvement of, parents.
- The school meets statutory requirements for safeguarding. Leaders are assiduous in seeing that any pupils who are vulnerable are especially well supported.
- **The governance of the school:**
 - The governing body understands the school's context well, and fulfils statutory duties. The Chair of the Governing Body is new to the role, and has rightly identified the need for improved procedures. Governors undertake the management of the headteacher's performance, and have identified necessary improvements to arrangements, but are less well informed about how effectively other staff are appraised. However, they know whether salary progression is merited. They are aware how pupil premium funding is spent, but are less sure of the impact. Governors do not know enough about the implications of national data on the school's performance, or about the impact of teaching. Although much training has been undertaken, changes in membership indicate the need for further training in order to hold the school more effectively to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116236
Local authority	Hampshire
Inspection number	405631

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	239
Appropriate authority	The governing body
Chair	Simon Todd
Headteacher	Alison Johnson
Date of previous school inspection	16–17 February 2011
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