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11 June 2013

Mrs A Johnson  
Headteacher  
Park View Infant School  
Pinkerton Road  
Basingstoke  
RG22 6RT

Dear Mrs Johnson

### **Requires improvement: monitoring inspection visit to Park View Infant School**

Following my visit to your school on 11 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with you, the deputy headteacher, the Chair of the Governing Body, another governor and a representative of the local authority to discuss the action taken since the last inspection. The school action plans were evaluated. I also talked to a group of pupils and scrutinised a range of information, including external monitoring reports, minutes of governing body meetings and pupils' work.

### **Context**

Since the section 5 inspection two new governors have been elected. One teaching assistant has begun maternity leave.

## **Main findings**

School leaders, staff and governors were disappointed at the outcome of the previous inspection. Nevertheless, they are committed to becoming a good school. They have adjusted their action plans to provide a suitable guide for staff and governors to move the school forward. The school's new plan for improvement focuses appropriately on the most important areas that need to be improved. It outlines the main actions and approaches that will be taken and shows how these will be checked to make sure they both happen and work. However, the checks are not linked closely enough to pupils' learning and progress. Leaders need to look for clear evidence that pupils' achievement is improving in order to confirm that the planned actions have been successful. The plan does not make this clear.

Since the inspection, senior leaders have regularly checked on the quality of teaching and given useful feedback to teachers. However, at present the observations do not sharply focus on the quality of pupils' learning in the lessons. It would be helpful for this information to be used alongside a range of sources of evidence such as pupils' work in books, the progress data and discussions with pupils to confirm the judgement on the quality of teaching over time.

Teachers are gathering information on the attainment and progress of pupils and their understanding of data are improving. Some teachers have visited an outstanding school to observe outstanding teaching. As a result, classroom displays now include a greater range of vocabulary to support pupils' learning in lessons. There is a greater focus on improving pupils' handwriting and presentation skills with the introduction of new handwriting books and 'special pencils' as a reward for improved handwriting. This was clearly evident during the scrutiny of books.

Governors have been developing their skills in looking at data about pupils' achievement and they are beginning to meet regularly with subject leaders to develop their understanding of subject leadership. This is helping them hold leaders to account more effectively. The recent review of governing body documentation by the local authority identified strengths and weaknesses. However, it is evident from the minutes of recent governing body minutes that governors are now asking detailed and relevant questions and have increased the level of challenge they provide.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- identify more precisely how progress will be monitored in the school improvement plan, who is responsible for monitoring each action and the evaluation of the progress towards achieving the plan

- make sure the success of each priority is closely linked to improvements in pupils' attainment and progress and clear milestones are included to help staff and governors to know whether the plan is on track
- use a wider range of evidence to judge the quality of teaching, for example, the progress of different groups of pupils in lessons, pupils' work in books, data on pupils' progress and discussions with pupils.

In addition, following the amendments:

- send the modified school improvement plan to me by the end of July.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided additional support for the school for some time. Prior to the inspection a review was carried out which identified a number of areas for improvement which were also identified during the inspection. The school has welcomed the support from the local authority.

Training for the English and mathematics subject leaders has been well received. The lead learning partner has also delivered a number of useful training sessions for teachers. These have focused on helping them to make effective use of information about pupils' attainment and progress so that pupils make more rapid progress.

Members of the governing body have also received valuable training to increase their understanding of data about pupils' achievement.

As a result of this training and support, staff and governors are increasing their skills and sharpening their drive to become good in all aspects of the school's work.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Ann Henderson  
**Her Majesty's Inspector**

The letter will be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Director of Children's Services for Hampshire