

Park View Infant School

Pinkerton Road, Basingstoke, RG22 6RT

Inspection dates 11–12 February 2015

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

Summary of key findings for parents and pupils

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

- Pupils' achievement requires improvement. Over time, standards by the time pupils leave school at the end of Year 2 have been significantly below average for all groups of pupils.
- Pupils' progress from their various starting points has not been consistently good, especially in writing, for all groups, including the most able. There have been too many differences in the rates of progress made by groups of pupils.
- Teaching requires improvement because it has not been good enough to ensure that pupils make at least good progress. There have been many changes in staffing in recent months.
- Teachers vary in their expectations of what pupils can achieve in lessons. Teachers do not always plan suitable tasks to take learning forward and sometimes pupils transfer from one activity to another too slowly.
- Attendance is well below average. This affects the learning of those pupils who do not attend school regularly.
- Leadership and management require improvement. The roles of middle leaders, such as those responsible for subjects, are not yet developed enough to have a strong enough impact on the progress of all pupils.
- Some staff, particularly those less experienced or new to the school, have limited opportunities to share in the best practice to encourage good learning for all pupils.

The school has the following strengths

- The school is beginning to improve rapidly. Governors and senior leaders now check the quality of teaching and learning more effectively than in the past.
- There is now better support for groups of pupils who were underachieving, so that all groups, including the most able and disadvantaged pupils, are beginning to make better progress than before.
- Children in the early years make good progress because of the good teaching in the Nursery and Reception classes.
- Teachers mark pupils' work well, giving pupils good guidance on how they can improve their work.
- Pupils behave well, feel safe in school and enjoy learning. Parents greatly appreciate the high quality of care and support.

Information about this inspection

- The inspectors observed teaching in 14 lessons. They carried out four of the observations jointly with members of the senior leadership team.
- The inspectors listened to pupils read and looked at work in pupils' books.
- The inspectors held meetings with pupils, staff, five members of the governing body and a representative from the local authority. They also talked to several parents.
- The inspection team took account of 41 responses to the Ofsted online questionnaire (Parent View) and 36 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school's evaluation of its own effectiveness, the school's plans for improvement, the most recent data on pupils' attainment and progress and information about the safeguarding of pupils.

Inspection team

John Laver, Lead inspector	Additional inspector
Andrew Lyons	Additional inspector
Stephanie Matthews	Additional inspector

Full report

Information about this school

- The school is close in size to the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below average, but increasing.
- The proportion of disadvantaged pupils who are eligible for pupil premium funding is above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs, at 18.5 %, is over double the national average.
- The school operates a nursery which caters for one group of children in the morning, and another group in the afternoon.
- The three Reception classes provide full-time early years education.
- Pupils in Years 1 and 2 are taught in six separate classes.
- The school runs a hearing impaired unit which can cater for up to four children between the ages of three and seven. At the time of the inspection there was one pupil in the unit.
- The school runs an early morning breakfast club.
- The senior leadership was radically restructured last year, and during the last two years there have been several other changes in the teaching staff. Five new teachers were appointed for the current school year.

What does the school need to do to improve further?

- Improve teaching so that it becomes consistently good and improves progress further, particularly in writing, by:
 - in lessons, moving pupils more quickly on to suitable activities that are clearly planned to help them to make good gains in their learning
 - making sure that teachers have consistently high expectations of what pupils can achieve.
- Raise attendance to at least average levels by continuing to work with those families who need additional help and support.
- Improve leadership and management by:
 - developing the role of subject and year leaders in checking the quality of teaching and learning to ensure that the drive for improvement is sustained throughout the school
 - providing more opportunities to ensure the best teaching practice is spread more securely across the school, thereby raising teachers' expectations and further improving progress, including for the most able pupils.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because teaching and achievement are not yet good. Although the leadership has brought in several new approaches to improve the school's overall performance since the previous inspection, not all of these approaches have been embedded enough to impact upon the quality of teaching and pupils' progress over a sustained period.
- The leadership's drive for improvement, which is firmly based on the right priorities, has been made more difficult by several changes in staffing over a period of about 18 months. Although new staff are committed to the leadership's vision and determination to improve the school, some of the current staff are relatively inexperienced.
- Subject and year group leaders are still developing their role in checking the quality of teaching and learning and supporting other staff. Because of this, their overall impact on the quality of teaching and pupils' progress is still variable.
- The senior leadership's own checking of teaching and learning is now more rigorous, well planned and effective than at the time of the previous inspection. This checking has combined with better use of data and pupil progress meetings to identify the professional needs of staff and where the pupils themselves need additional support.
- Leaders have used pupil premium funding to provide additional resources and staff support for disadvantaged pupils. This has considerably increased their rate of progress. The school also uses the funding for other aspects of their development, for example in subsidising the popular breakfast club. This provides an enjoyable and healthy start to the school day for several pupils.
- The leadership uses additional sports funding effectively. For example, it finances sports coaches who not only bring expertise to lessons but help to keep pupils active by organising games at break times and lunchtimes. There are good participation rates in activities outside the classroom.
- The school develops spiritual, moral, social and cultural education well. For example, pupils produced some thoughtful work on the recent First World War commemoration and the use of poppies as a symbol of remembrance. During the inspection, pupils and younger children from all classes produced an impressive range of work centring on their interpretation of a Gainsborough painting. This was also an effective method of persuading parents to come into school to celebrate their children's achievements.
- The school's arrangements for safeguarding pupils and checks on staff meet requirements. There are appropriate policies and procedures which are effective in keeping pupils safe. The school has good links with agencies outside of school to reinforce safeguarding. Both staff and pupils have a good awareness of safety issues.
- The school offers a friendly environment in which no discrimination is tolerated. All pupils feel equally valued and parents appreciate this. Pupils are very supportive of those amongst them who face particular challenges in school.
- Pupils like most of their lessons, because they enjoy the range of themes and topics which are central to the school's curriculum and which build on their interests. The school is also working on refining its ways of assessing pupils' progress.
- The school emphasises the fact that people have different faiths and come from different cultures, both in Britain and other parts of the world. In spite of their young age, pupils get the chance to consider the importance of British values, such as helping others, for example through their school council.
- The local authority maintains a close link with the school. It has assisted the school well in supporting new staff and improving progress in the core subjects of English and mathematics. This support is continuing in order to ensure further improvement.
- The school has taken effective measures to make staff more accountable. There have been several staff changes and teachers' pay is now linked closely to progress and improvement targets. Staff say that they welcome this because they feel well valued.
- The leadership has an accurate view of the school's strengths and weaknesses. Staff, as is evident from staff questionnaires, support the drive for improvement. The planning for continued developments is now more rigorous. Along with the successes increasingly evident, this shows that the school has a continued capacity to improve.
- **The governance of the school:**
 - Governance has become increasingly effective since the previous inspection. Governors are active in school, attending events and talking with staff about their work. They understand most of the strengths and areas for development in teaching. They also understand how pupils are doing in their work, partly because they have had training in how to analyse the appropriate data. Governors now have a more

realistic understanding of how pupils in the school perform in comparison with those elsewhere. Governors have been trained in their responsibilities for safeguarding and overseeing the leadership's performance management of teachers. They talk knowledgeably about the impact of pupil premium funding on pupils' progress and recognise the progress being made to close the gaps in progress and attainment between different groups within the school. They are in a better position than at the time of the previous inspection to hold the school to account, as well as enthusiastically supporting the drive for improvement in all key areas.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils get on well with each other, working together in lessons and moving around the school without fuss. Behaviour at lunchtime and break times is good; there are organised activities which pupils enjoy and there is a good level of supervision. Good attitudes to learning have been an important factor in pupils' improving progress.
- Behaviour is not outstanding because there are a small number of pupils in the school whose attitudes towards learning are not as good as they could be. Although the school works well with these pupils, occasionally their learning is disrupted. The school manages the challenges successfully, so that any disruption is kept to a minimum. There is a range of strategies to support behaviour, including rewards and certificates. Pupils told inspectors that they value these.
- Pupils say they enjoy most lessons, and they are keen to learn. Inspectors saw pupils working very well together in lessons, even when not directly supervised. They are enthusiastic about the themed weeks, the clubs for sport and other activities like singing, cookery and visits.
- Attendance is below average and this adversely affects the progress of some pupils, especially since some disabled pupils, those with special educational needs and disadvantaged pupils are more likely to be absent than other pupils. The school works hard to improve attendance, employing a family and child support worker. Pupils enjoy coming to school, but the school has had limited success in working with some families whose children's attendance is low, despite employing a range of strategies.
- Pupils enjoy taking responsibility, for example by serving on the school council.

Safety

- The school's work to keep pupils safe and secure is good. The leadership puts a lot of emphasis both on pupils respecting each other and keeping safe. Both parents and pupils agree that the school is a safe environment.
- Older pupils confirm that, although there are occasionally incidents of misbehaviour, bullying of any type is not an issue. They know that their teachers and other staff are supportive. School records confirm that there are few untoward incidents and, when they occur, the school manages them well.
- The school has sound procedures for promoting good attendance, even though not all parents adhere to them. The school keeps detailed records on potentially vulnerable pupils and works well with outside agencies when necessary.
- The school reinforces messages about safety in assemblies and lessons and through visitors.
- The school provides high quality care and support for all pupils. This includes those in the hearing impaired unit. The small number of pupils in the unit have made good progress, both in their work and personal development.

The quality of teaching requires improvement

- Teaching has not been improved enough since the previous inspection and this has restricted pupils' progress in writing and mathematics particularly. There has been, and still is, some good teaching in the school, but also inconsistencies and variability. Lack of stability has contributed to this. Frequent changes in staffing have meant that the leadership's extensive efforts to improve teaching have not been as effective as hoped because there has been limited continuity.
- Learning in lessons has not been as good as it should have been since the previous inspection. Sometimes teachers' expectations of pupils are not consistently high and the activities in lessons do not help some pupils to make good gains in their learning. Pupils do a variety of activities, but do not move quickly enough from one activity to another to strengthen their progress. Sometimes there is limited challenge for the most able pupils, so that they do not achieve to their potential in lessons.
- Teaching has, nevertheless, improved in some respects since the previous inspection. School records show

that, although teaching still varies in its quality and impact, the variations have diminished.

- The teaching of disabled pupils and those with special educational needs has improved, and the progress of many of these pupils has improved as a result. The school now identifies the needs of these pupils earlier. They often get additional support which helps them develop their confidence and skills in lessons. Disadvantaged pupils are now also benefiting from better quality support. Teaching assistants and other adults provide good, focused support in most lessons, and pupils in all ability groups show a good level of concentration and a keenness to learn. Support staff have benefited from more training.
- Although not consistent, the teaching of phonics (letters and the sounds they make) has improved, with good results for many pupils in their reading and writing.
- Teachers have improved their marking and use of targets since the previous inspection. They mark work thoroughly, making constructive comments and getting pupils to respond to the marking so that they learn from it.
- The small number of hearing impaired pupils are taught well and make good progress.
- Some teachers have benefited from good opportunities to develop their skills, sometimes as a result of local authority support. However, the school recognises that there have not been enough opportunities for staff to share best practice and there is potential for more training to iron out remaining inconsistencies and ensure that all pupils can achieve to their best.

The achievement of pupils

requires improvement

- National data for recent years, up to and including 2014, indicate that pupils' attainment at the end of Year 2 has been significantly below average. Attainment in 2014 was lowest in writing. This partly reflects the fact that pupils join the school with levels of skill, knowledge and personal development well below those typical for their age, but also because of inconsistencies in the teaching and sometimes insufficient challenge in the work.
- During this time, disadvantaged pupils have attained in reading, writing and mathematics at a level considerably below other pupils in the school. Disabled pupils and those with special educational needs have also underachieved, as have some of the most able pupils.
- Both boys and girls were well below the expected level of attainment in the most recent Year 1 phonic check. This was reflected in the low reading and writing standards.
- The school has reviewed the teaching of phonics and provided more training and support for class teachers and support staff. It has also involved parents more in their children's learning, for example by getting them to encourage more reading by pupils at home. This is now helping to promote faster progress for pupils.
- The leadership has worked hard to improve progress, with growing success. Many pupils now make better progress in reading. The school has put an emphasis on all children reading to an adult every day. Inspectors heard many pupils reading with confidence, expression and accuracy, and talking with interest about their reading.
- Progress in mathematics is also improving.
- Progress in writing is improving, although at a more variable rate than reading and mathematics. This progress was reflected in what inspectors saw during lessons, and from looking at pupils' work. By the end of Key Stage 1, most pupils are writing in a range of styles and are making better progress in writing with accuracy and a range of language. However, there are still inconsistencies in what teachers expect of pupils, both in presentation and in the range and quality of work.
- The most able pupils are now beginning to make better progress over time. More are on track to attain at the higher levels in English and mathematics, although in some lessons the activities are not challenging enough to enable them to learn as quickly as they should.
- The small, but growing, numbers of pupils who speak English as an additional language are making better progress than previously because they are receiving better quality support in developing their language skills.
- Disabled pupils and those with special educational needs are making better progress, benefiting from the good support which teaching assistants give in lessons. The school now meets their needs better.
- Disadvantaged pupils are also making better progress. The additional support they receive is helping the school to narrow the gap between the attainment and progress of these pupils and their classmates, although this is not yet consistent across all classes.
- Most parents believe that their children learn well in school. The inspection showed that this is increasingly the case, although the school itself realises that further improvement in teaching and achievement remains a priority. All groups of pupils, especially those who attend regularly, make considerable strides in

their personal development.

The early years provision

is good

- Most children join the nursery with levels of skill in speech, language, listening, and personal development well below those considered typical for their age. They benefit from good teaching in the nursery and achieve well, and this good progress continues through their time in Reception.
- The school's own data show that progress in the early years has improved over time, including in the current school year. The school prepares children well for when they join Year 1.
- Teaching in the nursery is good, and sometimes outstanding. Staff put emphasis on an exciting range of topics, carefully linked to maximise learning and interest. For example, when nursery children listen to well-known stories, these are linked to improving key skills, for example in developing vocabulary relating to specific situations or developing basic number skills.
- Teaching is also good in the Reception classes. Teachers share stories and rhymes, and have high expectations when teaching phonics. Children have the opportunity to do a range of activities, and they rapidly develop confidence, as shown in the way in which they can explain what they are doing to visitors. Teaching is not outstanding because staff sometimes miss opportunities to stretch children's learning even further when the children are involved in their own games and other activities.
- Children in both the nursery and Reception make good progress in their personal development, quickly learning new routines. They behave well and learn and play together well. All classes provide a calm, but purposeful learning environment. Children use the outdoor areas well and classrooms have good displays. Parents confirm that their children feel very safe.
- Those children who have special educational needs get good support and show rapid gains in confidence.
- The leadership of early years is good. Staff have developed good assessment procedures, carefully checking what children have achieved. The results are shared with parents, and staff record progress in children's learning journals. They give a lot of information to parents about what the children are learning and encourage parents both to come into school and support their children's learning at home. Parents keenly support what staff provide.

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	453663

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Simon Todd
Headteacher	Alison Johnson
Date of previous school inspection	27–28 February 2013
Telephone number	1256322554
Fax number	1256354229
Email address	adminoffice@parkview-inf.hants.sch.uk

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